

AN EXAMINATION OF THE EFFECT OF
COMMUNICATIVE ACTIVITIES ON STUDENT
PERFORMANCE IN FRENCH AS
A SECOND LANGUAGE

CENTRE FOR NEWFOUNDLAND STUDIES

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AN EXAMINATION OF THE EFFECT OF COMMUNICATIVE
ACTIVITIES ON STUDENT PERFORMANCE IN FRENCH
AS A SECOND LANGUAGE

by

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ABSTRACT

The purpose of this study was to determine what effect the addition of communicative activities would have on the skills of speaking, listening, reading, and writing in French as a second language at the secondary level.

To achieve this aim, a Teacher's Guide outlining student activities for communicating in the classroom was developed by the investigator to accompany Component 22 of Passeport Français 6. The question of whether there was an effect on speaking, listening, reading, and writing skills, as measured by teacher-made global tests, by the introduction of such activities was examined. The hypotheses stated that there was no significant difference in achievement on the four skills between students following the communicative approach and students following the regular program. Students' attitudes were also collected on a questionnaire and examined.

As a test of similarity, the Mid-Term Exam, a comprehensive test of all skills, was taken as the pre-test and groups were found to be similar in performance in French at the commencement of the study. The two groups differed in instruction in that one group was instructed by following the communicative activities outlined in the Teacher's Guide prepared for this study while the other group followed the regular program.

After four (4) weeks of instruction, the students were given tests of speaking, listening, reading and

writing. The communicative group, or those who followed the Teacher's Guide activities, was given a questionnaire as well. The test instruments were developed by the investigator and were evaluated by teachers in the field as well as a curriculum specialist.

The data collected was analyzed by finding the means, range and standard deviations for both groups on all subtests. One-way analysis of variance results were calculated in addition to multiple regression tests to control for teacher differences. The null hypotheses were tested using correlation coefficients.

The major findings of the study showed that on the skills of speaking and listening there is a positive relationship between the introduction of communicative activities and performance on those skills. On the skills of reading and writing there was no significant difference in the performance of students attributable to communicative activities, although there are some favourable results for the communicative group. Total performance improved significantly for the communicative group. Finally, students expressed the desire to be able to speak French as a goal of their French program and they felt that their instruction should involve them in communication-like activities.

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TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION TO THE PROBLEM	1
	Rationale for the Study	1
	Questions and Hypotheses	8
	Significance of the Study	10
	Definition of Terms	12
	Limitations of the Study	13
II.	REVIEW OF THE LITERATURE	15
	History of Second Language Teaching	15
	Directions for the 1980's	18
	Acquisition versus Learning	21
	Communicative Competence and Communicative Approaches: Theory and Research	24
	Justification for the Development of Communicative Activities	34
	Communicative Language Testing	39
	Conclusion	43
III.	THE STUDY	45
	The Sample	45
	The Materials and Testing Instruments	46
	The Testing Instruments	48
	The Questionnaire	49
	The Design of the Study: Treatment	50
	Procedure for the Collection and Analysis of Data	52

Chapter	Page
IV. PRESENTATION OF RESULTS	54
The Speaking Test	54
The Listening Test	56
The Reading Test	62
The Writing Test	63
Total Performance	68
Correlations and Test of the Null Hypotheses	69
The Student Questionnaire	74
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	78
Summary	78
Conclusion	81
Further Observations	87
Summary of Conclusion	90
Recommendations for Further Research	92
Some Implication for the Classroom	94
BIBLIOGRAPHY	97
APPENDIX A	104
APPENDIX B	161
APPENDIX C	177
APPENDIX D	185
APPENDIX E	189
APPENDIX F	191

LIST OF TABLES AND MODEL

Table		Page
S1	Number, Range, Means, Standard Deviations for the speaking scores for the communicative group and linguistic group	55
S2	One-way analysis of variance result for the speaking skills experiment	55
S3	Regression analysis results for the speaking performance scores in the experiment	57
L1	Number, Range, Means, and Standard Deviations for listening scores for the communicative group and the linguistic group	58
L2	One-way analysis of variance result for the listening skills experiment	58
L3	Regression analysis results for the listening performance experiment	60
R1	Number, Range, Means and Standard Deviations for reading scores for the communicative group and the linguistic group	62
R2	One-way analysis of variance results for the reading skills experiment	63
R3	Regression analysis results for the reading skills experiment	64
W1	Number, Range, Means and Standard Deviations for the writing scores for the communicative group and the linguistic group	65
W2	One-way analysis of variance results for the writing skills experiment	66
W3	Regression analysis results for the writing performance experiment	67
T1	Number, Range, Means and Standard Deviations for total score for the communicative group and the linguistic group	68

Table		Page
T2	One-way analysis of variance result for total score, where total = SS + LS + RS + WS	69
T3	Regression analysis results for the total performance score	70
C1	Correlation, matrix, means and standard deviations for variables in the communicative approach experiment	71
Model		
L1	Path model of the relationship in the listening skills experiment	61

CHAPTER I
INTRODUCTION TO THE PROBLEM

Rationale for the Study

Communication is professed to be the ultimate aim of our French-as-a-Second-Language (FSL) programs. Parents, students and the public in general expect students to be able to speak French as a result of years of language learning. Increasingly, teachers of French as a second language are made aware that the attainment of degrees of bilingualism is a realistic goal for some classroom settings. The concern of core French is how to take some of the lessons of immersion and other 'communicative' approaches and use this information to develop the students' maximum communicative ability in French in the second language classroom. It is with the belief that this type of approach can work that this study was undertaken.

The importance of communicative competence in the learning of French as a second language is widely recognized among second-language educators today. The Department of Education has already emphasized the importance of communication as a goal for our French classrooms. In a recent publication it states:

The development of oral competency is possibly the most important goal of the FSL Program...
(Department of Education, 1985, p. 3)

However, most second-language educators in this province will agree that the approach of our programs is more likely to develop linguistic knowledge. An examination of our programs at the secondary level will show that, even though a series of passages describing true-to-life situations introduce the linguistic content of the course, vocabulary and grammatical content is presented to provide students with linguistic knowledge (Department of Education, 1982). The result of this linguistic approach is clearly stated:

...while students can perform quite well in controlled classroom activities, they encounter difficulty in transferring their second language ability to situations that require spontaneous language use. (Department of Education, 1985, p. 3)

Presently, in Newfoundland high schools, there are four FSL courses: French 2100, French 2101, French 3200 and French 3201 (See Appendix E). The first three of these courses follow the Passeport-Francais program and are linguistically oriented (Department of Education, 1983). French 3201 offers the opportunity for students to communicate since it emphasizes language use rather than language study. This course is unique in this regard in the regular core French program. The Department of Education admits:

whereas previous French courses focus on linguistic knowledge and skills development, French 3201 assumes that students possess adequate linguistic competence to enable them to use French as a vehicle of learning. (Department of Education, 1983, p. 2)

3

Unfortunately, French 3201, being an optional non-core credit, is chosen by a limited population of our core French students. In 1982-83, there were 5,873 students registered for French 2100; only 552 of this potential number registered for French 3201 in 1984-85. More recently, of the 2,529 French 3200 students in 1984-85, only 519 registered for French 3201. Further, while 138 schools in the province offered French 3200 in 1985-86, only 50 schools offered French 3201 (Department of Education, Office of Director of School Services, Enrolment Figures by Course 1982-86, Unpublished).

If communicative competence is indeed a goal of our French programs, it would seem reasonable to expose students to this type of approach earlier so that we may be able to let students use their linguistic knowledge to express their ideas in real communication. As Savignon asks:

Should practice in actual communication be postponed until the intermediate or even advanced levels of instruction -- levels that the majority of our students never reach? (Savignon, 1983, p. 68)

Although there is no evidence at present, it may be hypothesized that a communicative approach which allows student participation in planned activities in French at earlier levels might help retain more of our students for French 3201. The communicative approach may well prove to be motivational and as Harlow suggests:

Perhaps students are not signing up for the next level because they didn't learn what they thought they would learn, that is, what they needed to learn -- how to use the language. (Harlow, 1978, p. 563).

Canale and Swain suggest that the approach of learning and teaching of communicative functions may be successful, in spite of shortcomings, because of sustained learner and teacher motivation (Canale and Swain, 1979). One of the purposes of this study is to examine the motivational potential of the activity approach to communicative language teaching.

It is true that much of the evaluation of French 3200 is communicative in nature and the development of communicative language testing, such as the interview and more global communicative items, such as dialogue writing and written composition on the written test, is a step in the right direction. Research by Schulz indicates that testing procedures can in general affect achievement on tests (Schulz, 1977). Chastain states:

No matter what the teacher states as the goals of the course, the students study for the test. The tests, then, in spite of all protestation to the contrary, determine what students emphasize in their study. (Chastain, 1976, p. 485)

However, the study by Schulz (1977) also makes clear that students will do best on test items which are consistent with the methodology that is used in the classroom. In this regard, the Department of Education has published L'Approche Communicative: A Teaching Guide for French as a Second Language (1985) which should bring methodology

more in line with the overall aim of the program and the communicative language teaching items.

The linguistic approach of our present programs, is not developing communicative abilities in our students, although it may well be, as suggested of the audio-lingual method, establishing the basis for communication later (Allen, 1983, p. 26). Stern, in discussing core programs across Canada, criticizes those programs for "taking too narrow a view of language", and, although he admits he is not concerned with "bashing" the audio-lingual method, he asserts:

...we must recognize that in the last twenty years there have been changes in views on language learning. There have been major advances which we cannot ignore. (Stern, 1982, p. 38)

Thus, while we recognize that our programs are providing students with the opportunity to practice and become competent in linguistic skills, we need to test the success and feasibility of the communicative approaches for the following reasons:

1. The immersion experience has shown us that our core programs are inadequate in developing communicative ability and that some degree of bilingualism is possible in the classroom, probably using the lessons of immersion (Stern, 1982). Creating communicative activities for our students will allow them to gain confidence in using the second language.
2. Although it has been shown that a communicative approach at the college level has significantly

increased student performance on tests of communicative competence, (Savignon, 1972), there is little research to test the success of various communicative approaches with young second language learners. It may well be, as Canale and Swain suggest, that those learners are "cognitively unprepared to handle certain aspects of communicative competence in a second language" (Canale and Swain, 1979, p. 68).

3. If it can be shown that communicative activities can, indeed, be motivational to students in French, then the use of those activities is essential to our programs. Evidence from Gardner and Lambert (1972) has already indicated the importance of student motivation in learning a second language.

4. The need for the meaningful use of language and meaningful activities is widely recognized (Rivers, 1972 and Papalia, 1982). Rivers has emphasized that:

We must give the student practice in relying on his own resources and using his ingenuity so that very early in his language learning he realizes that only by interacting freely and independently with others can he learn the control and ready retrieval essential for fluent language use. (Rivers, 1972, p. 18)

5. New directions for core French will involve a curriculum which will include four components, one of which will be a communicative component of activities and topics; and, the essential difference between the "old" curriculum and the new curriculum is that in the new curriculum "communicative

activities are built into the curriculum from the start, they are not extras which take place outside the regular school program or after the course has finished" (Stern, 1984, p. 517).

6. It is an ongoing controversy in communicative syllabus design whether a methodology or a syllabus should be developed first in a communicative approach. It is not the purpose of this thesis to defend either position: a discussion is provided elsewhere (Valden, 1984). In the absence of a developed syllabus, however, teachers can bridge the gap by devising activities for language use using textbooks which are already in use. Gunterman is especially emphatic and claims that in this way we can "begin to help students learn to function in a foreign language" (Gunterman, 1979, p. 225).

Thus, if we see "le communicatif" as "la voie de l'avenir" (Duplantie, 1983), we must turn our attention to designing communicative activities as well as communicative teaching procedures. We must draw on the lessons of immersion and we must evaluate communicative approaches, such as the use of communicative activities in our regular core French programs to ascertain whether they help our students to perform better in communicative situations. This study is intended to investigate the effect of communicative activities, presented in a teacher's guide of one component of the regular French program, on student performance on the skills of speaking,

listening, reading and writing, as measured on global type items rather than discrete-point grammatical items. It is an attempt to determine whether communicative activities will improve students' performance on the global tests which measure some degree of communicative competence.

Questions and Hypotheses.

Our present core French program in the secondary schools of Newfoundland and Labrador is based on the Passeport Francais program, which is basically a linguistic skills program. The program includes a reading component at all levels. The present "Teacher's Pack" of the program leads students and teachers through each component emphasizing grammatical points, verb forms, and vocabulary set in a reading selection or true-to-life dialogue. The procedure for presentation is teacher-centered with emphasis on linguistic skills development. It might be argued that the "Allons-y" sections are communicative in that they allow for spontaneous student response. But, even these sections are restrictive and do not involve students in student-student, student-teacher interaction, unless specifically so organized by the classroom teacher.

The present study attempted to determine if the introduction of a Teacher's Guide with communicative activities would have any effect on student performance on

global tests of speaking, listening, reading and writing. An investigation of the motivational value of the communicative approach was also examined.

The questions that were asked and the hypotheses that were investigated are as follows:

Question 1: Do students perform better on a global speaking test on a particular component after doing the component using communicative activities?

Hypothesis 1: There is no significant difference between the performance of students in the communicative group and students in the linguistic group on the skill of speaking.

Question 2: Do students who follow a communicative activities approach perform better on tests of listening comprehension than students who follow a linguistic approach?

Hypothesis 2: There is no significant difference between the performance of students in the communicative group and students in the linguistic group on the skill of listening.

Question 3: Do students who follow a communicative activities approach perform better on tests of reading than students who follow a linguistic approach?

Hypothesis 3: There is no significant difference between the performance of students in the

communicative group and students in the linguistic group on the skill of reading.

Question 4: Do students who follow a communicative activities approach perform better on tests of writing than students who follow a linguistic approach?

Hypothesis 4: There is no significant difference between the performance of students in the communicative group and students in the linguistic group on the skill of writing.

Significance of the study

Although there is an abundance of literature on communicative competence and communicative approaches to second language learning, little actual research has directly studied the various approaches termed "communicative". The studies that have been done point to the importance of further research and study of communicative language teaching and learning.

The development of communicative activities for our students is perhaps long overdue. As early as 1972, Savignon recognized that materials need to be developed which define specific communicative tasks, perhaps to go along with already existing materials (Savignon, 1972). A study by Oller and Obrecht (1968) found that the effectiveness of a pattern drill is significantly

increased when language in the drill is related to communication. Their conclusion is that from the very beginning of a second language program, "meaningful, communicative activity should be a, if not the, central focal point of a pattern drill" (Oller and Obrecht, 1968, p. 174). We may agree that some grammatical introduction is necessary before communicative competence activities are introduced, but there is certainly no reason to cover all aspects of grammar before introducing the student to communicative activities.

Schulz (1977) conducted a study to test whether testing procedures had any significant effect on student achievement on tests of linguistic and communicative competence. Her subjects were 80 students enrolled in a beginning French course at The Ohio State University and the groups differed in that one was given communicative tests and the other was given grammatical tests. The findings favor the grammatical (discrete-point) group. One interpretation of the study is that we need classroom activities, in addition to a testing program, to develop communicative competence.

Savignon's (1972) experiment also used First Year College students with no previous French study. Her communicative approach was entirely oral and written skills were not tested. Although her study showed that communicative competence can be taught and studied at the beginning level of a French program, Savignon admits that

on tests of listening and reading "further investigation is needed to show if further differences would appear with continued French study" (Savignon, 1983, p. 78).

Certainly, we must examine the writing skill and the effect of a communicative activities approach on student performance in that skill.

It is clear that much investigation remains to be done. Among the questions and areas of research are:

- (1) whether it is administratively feasible to develop and implement communicative activities;
- (2) whether a communicative approach is suitable for high school students and elementary students;
- (3) whether introducing communicative activities with a global testing program is desirable for French courses at the secondary level;
- (4) whether a communicative approach will increase learner and teacher motivation. The belief is:

that sustained learner and teacher motivation may be the single most important factor in determining the success of a communicative approach... (Canale and Swain, 1979, p. 70)

These areas need further empirical study and investigation. If this study can offer some partial findings to these important research questions, it will have been worthwhile.

Definition of Terms

The literature contains so many definitions of communicative competence and there are so many different

theories and approaches labeled "communicative", that it is necessary to clarify what is meant by some of the terms used in this thesis. Some of the terms are found below:

Communicative Activities: For this study, communicative activities refers to activities based on Passeport Francais 6, Component 22, included in a Teacher's Guide for that Component. Those activities permit the students to work in pairs/groups and to use the target language for some communicative purpose.

Communicative Group: The group of students who were the experimental group and used the communicative activities approach for Component 22.

Linguistic Group: The group of students who were the control group and followed the regular program for Component 22 of Passeport Francais.

Communicative Tests: Achievement tests for Component 22, designed by the experimenter, and, of the global type, i.e. the tests did not require discrete point responses but allowed the student flexibility in his response.

Second Language Acquisition: Second language acquisition refers to the natural acquisition of a second language by a person in interaction with a second language environment.

Second Language Learning: Second language learning refers to the formal learning of a second language by a learner in interaction with someone in the role of a teacher.

Limitations of the Study

In spite of the attempt to answer the research questions specified earlier, the reader is cautioned that there are various limitations in interpreting the results of the study. Some of the limitations follow:

- (1) The study included only one component of the French Program. Any long term effect of a communicative activities approach can still only be speculated.
- (2) The approach used in this study was a communicative activities approach and the findings are not to be generalized for a functional, subject-related or other "communicative" approach, in which some of the results may have been quite different.
- (3) The subjects for the present study were students who have been studying French as a second language by the cognitive code learning method and the audio-lingual method for at least 5 years. The findings cannot apply without modifications to beginning students of French who have no grammatical background.
- (4) The Teacher's Guide, including the communicative activities, and the communicative tests were developed by the experimenter for the study. Other communicative materials could produce different results.

CHAPTER II
REVIEW OF THE LITERATURE

History of Second Language Teaching

The search for the best methodology for second language teaching has resulted in teaching methods which have lasted for a decade or so and have given way to yet another trend. Each method has represented almost a complete swing of the pendulum with each claiming to be the answer to language learning or language acquisition. Yet, after years of classroom use, the goals of the programs were not accomplished or only partially accomplished.

The grammar-translation method, which persisted in some classrooms into the 1960s, was found to be ineffective in that students who spent years studying the language could not use it except in an academic context. The direct method, which replaced it, particularly in Europe, failed because it assumed that learning a second language was the same as learning a first (Lado, 1964).

Then, in the 50s and 60s, the audio-lingual method became the new "revolution" for language teaching. Essentially, the audio-lingual method aimed at developing in students the ability to perform like native speakers by conditioning them with automatic responses to stimuli, oral or written. The student was to talk without any prior explanation of the purpose or situational context of

the pattern drill. The skills were to be learned in a clear pattern of listening first, followed by speaking, reading and writing. Chastain summarizes one of the basic tenets of the audio-lingual approach in this way:

In the elementary levels, the pupils are to say nothing that they have not heard, read nothing that they have not spoken, and write nothing that they have not read. (Chastain, 1976, p. 112)

For various reasons, the audio-lingual method, like its predecessors, had been labelled as a failure in accomplishing all it set out to do. The reasons for its demise have been summarized in the following manner:

Generative linguistics had shown that language could not be neatly dissected into linear and discrete units, that language was a hierarchical structure in which all bits and pieces do not add up to a single whole. Cognitive psychology had begun to show that aspect of human behavior could not be drummed into an individual by rote repetition. And language teachers were discovering that the ALM actually was not working! People were not learning the communicative functions of language. ...The meaningful functions, if they were learned at all, were learned perhaps in spite of ALM. (Brown, 1980, p. 242)

The ALM was still being widely practiced when it was recognized that the drills procedure must be more than just a mimicry-memorization exercise. Rivers (1968) was convinced that the student must have a purpose for the utterances of the classroom level. She states:

He must be given the opportunity to apply what he has learned in an act of communication provoked among members of the class group. We cannot wait until the student has a sure grasp of all the structures of the language before giving him practice in communication. (Rivers, 1968, p. 165)

It has been pointed out that the audio-lingual method was successful in producing oral proficiency at the early stages of language learning but that it was expected to accomplish an impossible goal, to be a panacea for language teaching (Allen, 1983). The discontent over the perceived lack of success with this method and the others brought about in the 1960s and 1970s an alternative to the ALM -- the cognitive code theory of language teaching. The cognitive code learning theory has been described as a modern grammar-translation theory (Carroll, 1965). In contrast to the audio-lingual approach, the cognitive code learning theory attaches more importance to analysis of the language and emphasizes student understanding rather than automatic student response. It rejected the necessity for automatic command from habit formation, drills and it advocated that:

provided the student has a proper degree of cognitive control over the structures of the language, facility will develop automatically with use of the language in meaningful situations. (Carroll, 1965, p. 278)

While the cognitive code learning theory was not replaced by other methodologies and is still the basis for some second language programs today, its limitations brought about the realization that perhaps there is no one best method that contributes to successful language learning (Rivers, 1968). Because of the launching of whole scale methodologies of previous decades, some authors describe our present state of language teaching as

a quiet revolution (Brown, 1980; Stern, 1984). This revolution is characterized by the following:

...the revolution is cautiously eclectic. No single method suffices to answer all the needs of all learners at all times. (Brown, 1980, p. 245)

Furthermore, the language "revolution" has convinced many that the attainment of bilingualism is a realistic goal.

In Canada, it has been said that "the single most important educational event in creating this turn-about has been French immersion" (Stern, 1983, p. 507).

Perhaps, then, our future directions will have to look at core French, not in terms of which method is right or wrong, but, rather, what we can bring to the second language classroom as a result of the lessons of all these methods.

Directions for the 1980s

Brown (1980) claims that the language teaching profession is at present in young adulthood -- not yet come of age but "secure in its general understanding of the language acquisition process" (Brown, 1980, p. 245). At this stage we are able to take all the methods of the past and assess them, taking what we can use without adhering strictly to any one of them. Our directions seem to be clearly mapped out as follows:

The challenge that faces us in the eighties is to develop a more varied, and less dogmatic approach to second language education. It is hoped that by adopting such an approach we will be able to bring about a reconciliation between the rival theories which are constantly competing for our attention. (Allen, 1983, p. 34)

Everywhere, the core French programs seem to be in a state of revision or re-evaluation. In the United States, Foreign Language in the Elementary School (FLES) programs are being revitalized and given new guidelines which emphasize language competence in areas of second language speaking and listening skills. The movement is described as follows:

The climate of the 1980s, which sees language competence in the United States as crucial, has created an opportunity for renewed and sounder rationale for languages in the elementary school... (Anderson and Rhodes, 1984, p. 177)

Among the guidelines for the FLES programs it is recognized that:

Although grammar should not be ignored in FLES instruction, it is not the most useful organizing principle for instruction, and should not be the object of instruction for its own sake. (Anderson and Rhodes, 1984, p. 177)

In Canada, core French, what Stern calls the "parent pauvre" of immersion, over the past decade, because of the emphasis on immersion programs, has been devalued.

Recently, however, core French has been getting the attention it deserves. In addition, educators are suggesting new directions, new curriculum models for programs which have hitherto been seen as "the bare bones

of structural practice" (Stern, 1984, p. 515). The new models invariably involve a communicative emphasis to be included in core French while recognizing the importance of structural items (Canale and Swain, 1979; Allen, 1983; and Stern, 1984). For the future, it seems the structural and communicative approaches must complement one another. It is pointed out that:

It is not clear that any particular theory of grammar can at present be selected over others... Nonetheless, grammatical competence will be an important concern for any communicative approach whose goals include providing learners with the knowledge of how to determine and express accurately the literal meaning of utterances. (Canale and Swain, 1979, p. 54)

Stern (1984) has proposed for the future of core French a multiple focus curriculum made up of four components:

1. a language component,
2. a culture component,
3. a substantive component of communicative topics and activities; and
4. a general language-education component (Stern, 1984, p. 517)

Language teaching in the 1980s will involve the application of language skills in the act of communication. The view of formal language teaching as providing the student with a knowledge of the grammatical and structural elements of a second language has come under criticism. In referring to the emphasis on linguistic structure, Allen (1983) says:

It will be evident that in this type of scheme there is no intermediate stage between the manipulation of formal patterns and the full communicative use of language. (Allen, 1983, p. 35)

To provide an alternative to the structural emphasis, Allen has proposed a three-level communicative framework for second language teaching providing for the formal features of language (level 1); the functional aspects (communication level 2); and, the experiential aspects (communication level 3) (Allen, 1983).

Our French as second language classrooms will, thus, no longer just concentrate on giving students linguistic knowledge and rules of grammar. No more will it just involve pattern drill or practice of discrete elements of grammar and vocabulary. Teachers of French as a second language will shift emphasis to more communicative activities while still not losing sight of the importance of the language structure.

Acquisition versus Learning

Second language acquisition research and theories of natural approaches to language learning are essential to discussion of communicative competence because these approaches emphasize activities which involve students in the act of communication.

Language acquisition is the process which children use in acquiring a first language in an informal environment; while learning is a conscious exercise, usually formally undertaken. To Krashen, learning is available

only as a monitor and all utterances are 'acquired.' He states:

Our "formal" knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. (Krashen, 1981, p. 2)

The work of Penfield (1959) and Lenneberg (1967), who were chiefly responsible for the theory of age limitations on language acquisition, has recently been challenged by more modern theories of language acquisition and research (Bailey, Madden and Krashen, 1974). Their study of adult language learners indicate that adults learning a second language are similar "in sequence of linguistic development" to children learning a second language (Guthrie, 1984, p. 37). In spite of earlier beliefs that language had to be acquired early in life, there is no evidence to indicate that, apart from phonological difficulties, "after adolescence one cannot learn a language as rapidly and as well as a small child" (Macnamara, 1973, p. 253). Krashen, admitting that differences exist in child and adult acquisition of second languages, criticizes the earlier hypotheses of Penfield and Lenneberg in the following way:

While child-adult differences in second language acquisition do exist, the evidence for a biological barrier to successful adult acquisition is lacking. On the contrary, there is abundant reason to maintain that adults are still able to acquire languages naturally to a great extent. (Krashen, 1981, p. 81)

It is an accepted practice that, in the classroom, "learning" a second language is given greater emphasis than acquisition (Stern, 1983). However, as Krashen points out:

... it seems plausible that the classroom can accomplish both learning and acquisition simultaneously. While classwork is directly aimed at increasing conscious linguistic knowledge of the target language, to the extent that the target language is used realistically, to that extent will acquisition occur. (Krashen, 1976, p. 165)

In the second language classroom, we can establish settings in which acquisition is the goal and this will occur when the student is involved in language use rather than language study. The main implication of all acquisition research for the second language classroom is, as Terrell puts it:

...unless the students live in an area in which L2 is spoken, it is only in the classroom that the student will have a chance to exercise any natural ability to acquire the language. (Terrell, 1977, p. 330)

We are still looking for answers to the learning-acquisition controversy but we certainly have enough evidence to indicate that, if communicative competence is a goal of our teaching, acquisition activities, i.e., exposure to the target language and the opportunity to acquire the language, must become a part of our classroom strategy (Terrell, 1977). As one writer states:

Although considerable debate still rages over how clear a distinction can be made between explicit (or "learned") and implicit (or "acquired") knowledge of a second language, the point remains that the performance of second language learners cannot be satisfactorily explained as a function of consciously learned linguistic rules. (Guthrie, 1984, p. 37)

It is the job of the second language educator to make communication in the new language a major goal in the classroom. Macnamara (1973) says that one way in which this can be done is by having an activity-type classroom.

Communicative Competence and Communicative Approaches: Theory and Research

There are many different types of approaches to language teaching which have been called "communicative". Canale and Swain (1979) have described the various syllabuses and communicative approaches in detail. It is necessary, however, to clarify how these approaches affect the present study by giving a brief overview of what has been done in this area.

Savignon (1984) believes that we have so many different approaches to communicative language teaching, that it is necessary to clarify what 'communicative' means for teachers. She believes that:

- Largely because of the diversity of the many frequently voiced opinions concerning the nature of a communicative approach to second language (L2) teaching, it is probably safe to say that many teachers remain unsure just what communicative language teaching in fact is, and how it differs, if at all, from what they are now doing. (Savignon, 1984, p. 37)

There are some who say communicative language teaching is the functional approach, i.e. the teaching of the functions of the language, rather than teaching structures of language. To others, it means a more humane approach of interaction in language class, in which learning is student-centered. There is also an approach which involves small group activities based on an existing program such as audiolingual type programs (Savignon, 1984; and Stern, 1981).

To Stern, the various approaches can be seen as belonging to one of two communicative categories (Stern, 1981). One of these approaches, he calls the "linguistic (L approach)" and the other is the "psychological or pedagogic (P approach)". In the L approach, he has included all the approaches which are based on linguistic analysis. On the other hand, the basic assumption of the P approach to communicative language teaching is that when we communicate "we are not paying much attention, if any, to the forms of language or the 'code' in which we communicate" (Stern, 1981, p. 137). It is the linguistic (L) approach which is the concern of this thesis. As will be seen, numerous approaches to communicative language teaching have been proposed which have as their basis the basic principle of this approach - namely, the emphasis on meaning rather than sounds and structures.

The struggle for a definition of what constitutes competence in communication has been the subject of debate

among linguists. It was in contrast to Chomsky's (1966) notion of competence that the term "communicative competence" arose. Chomsky has been criticized because his idea of competence has omitted the appropriateness and context of an utterance (Campbell and Wales, 1970). Chomsky's "competence", then, represents a linguistic competence, the knowledge of the rules of grammar. However, this notion of competence is too narrow and Habermas (1970) claims:

... in order to participate in normal discourse the speaker must have at his disposal, in addition to his linguistic competence basic qualifications of speech and symbolic interaction (role behavior) which we call communicative competence. (Habermas, 1970, p. 367)

The notion that there is a competence in language outside the linguistic command of the language gave greater salience to the sociolinguistic aspect of language competence. This view is perhaps best summarized by Hymes (1972) when he wrote:

... a person who chooses occasions and sentences suitably, but is master only of fully grammatical sentences is at best a bit odd. Some occasions call for being appropriately ungrammatical. (Hymes, 1972, p. 277)

Although it is recognized that linguistic competence does not necessarily mean communicative competence (Savignon, 1972), it is generally agreed that communicative competence does include a grammatical competence (Allright, 1979). It is obvious to Munby (1978) that:

communicative competence includes the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationships to other sentences. (Munby, 1978, p. 26)

Hymes (1972) views the grammatical factor as one among several in communicative competence. The other factors which are involved, according to Hymes, are what is feasible, what is appropriate, and what actually occurs (Hymes, 1972, p. 281). Communicative competence, then, is more than just a simple command of the rules of grammar, although it should be realized that linguistic competence is one very important aspect of communicative competence.

Wilkins (1976) has added another example of communicative course design. He sees grammatical-structural syllabuses as inadequate because the learners would be unprepared for any situations which they have not already experienced. Wilkins' notional syllabus would be concerned with what it is that people communicate rather than be concerned with the situation in which it is said or how it is said. The notional syllabuses, according to Wilkins, would have these advantages:

It is potentially superior to the grammatical syllabus because it will produce a communicative competence and because its evident concern with the use of language will sustain the motivation of the learners. It is superior to the situational syllabus because it can ensure that the most important grammatical forms are included and because it can cover all kinds of language functions, not only those that typically occur in certain situations. (Wilkins, 1976, p. 19)

Grammatical approaches to those who advocate a notional syllabus, make it difficult for the learner to appreciate the value of the language he is learning. Although some learners can see some future use for the present learning tasks, many need to know that what they are learning has some immediate value, such as contributing to a system of communication (Wilkins, 1976). Those learners perhaps need the type of language which is meaningful to them or involvement in, as one writer notes:

at least simulated communicative exchanges ... providing them with what has been called "Proper Intake" or the 'real' language that is required for effective communication. (Guntermann, 1979, p. 225)

Another contribution to communicative syllabuses and approaches is that of Halliday: He sees language as a "meaning potential", which is a set of options available to the speaker (Halliday, 1973, p. 72). A more detailed discussion of the meaning potential and how it relates to the functions of language is not the purpose of this paper, but can be found elsewhere (Halliday, 1973; Munby, 1978; and, Canale and Swain, 1979): For the purposes of this discussion, the significance of Halliday's emphasis on meaning has been pointed out in the following manner:

(The significance lies) in the theoretical support it gives to program designers, materials producers, teachers and testers, to approach linguistic form in a different way, i.e., from the standpoint of meaning, ab initio. (Munby, 1978, p. 24)

Thus, we have the theoretical basis in our communicative approach of introducing meaning into grammatical

structures right from the very beginning. Canale and Swain (1979) caution only that meaningful communication is not possible, however, without some knowledge of grammar. They claim that meaning will be restricted by the grammatical forms mastered. They add, however, that:

... it is quite possible that at later stages of second language learning, in particular after a good basic command of grammar has been acquired, grammatical options are more of a direct realization of semantic options rather than the reverse. (Canale and Swain, 1979, p. 33)

It needs to be reemphasized that the work of Hymes and Halliday is essential to any communicative approach. The implications are that meaning and appropriateness will have more significance for the student, than will studying the structure of the language in a vacuum.

The theories of Halliday are the basis for the communicative syllabus design of Munby (1978) which has been labelled integrative by Canale and Swain. It is important to keep in mind that Munby's syllabus design is for English for Special Purpose courses and we must heed the caution of Canale and Swain that since Munby's classification is based on functions, the beginning second language learner

will most likely be unable to devote much attention to the task of how to use language until he/she has mastered some of the grammatical forms that are to be used. (Canale and Swain, 1979, p. 43)

Adding support to this, Morrow and Johnson (1977) believe that a second language learner will not be able to use a

particular form in a communicative situation if he/she cannot use it grammatically. Savignon found that college students showed a significant drop in integrative motivation when grammatical form was de-emphasized and they were concerned with meaning alone (Savignon, 1972). It is not clear, then, that grammatical accuracy will develop if emphasis is not put on grammar in the early stages of second language learning. It seems a basic grammatical background is important before communicative activities are introduced. However, we should not forget the reverse situation. As Widdowson states:

... it is possible for someone to have learned a large number of sentence patterns and a large number of words which can fit into them without knowing how they are actually put to communicative use. (Widdowson, 1978, p. 19)

Theories of basic communication skills, which emphasize minimum level communicative ability needed to get along in, or cope with, common situations in the target language, is the focus of another type of communicative approach. Both Van Ek (1977) and Savignon (1972) emphasized those basic communication skills in a mainly oral approach. As Van Ek points out, his 'threshold level' has as its main objective that:

learners will be able to survive (linguistically speaking) in temporary contacts with foreign language speakers in everyday situations, whether as visitors to a foreign country or with visitors to their own country and to establish and maintain social contacts. (Van Ek, 1977, pp. 24-25)

Savignon is concerned in her study with "getting one's meaning across" and saying what one means orally. Other skills are not emphasized, and students are encouraged to use whatever means to express meaning (Savignon, 1972).

There is little emphasis in the literature on the communicative skill of writing. Although basic communicative approaches are designed mainly for students to be able to get along in a target language environment for which they will need mainly the oral skill, all four skills need to be emphasized. In Munby's Taxonomy of Language Skills, we find communicative skills in all four areas of speaking, listening, reading and writing (Munby, 1978). It is important to realize, though, that writing, that is, self-expression, is a high order skill and should be developed through systematic stages. Boyd (1978) cautions that

(teachers) jump too quickly from the lower or simpler levels of writing to free composition, or omit the former levels altogether, and expect their students to suddenly write good free compositions without being trained to do so. (Boyd, 1978, p. 735)

In spite of their lack of emphasis on writing, the basic communication skills approach has been said to be more appropriate to second-language instruction than theories of sociolinguistic competence of Hymes and Halliday (Canale and Swain, 1979).

Little research has been done on the effectiveness of communicative approaches in the elementary or secondary level of second language learning. However, research done

at the college level is favorable toward the introduction of a communicative approach of basic communication skills. A study by Savignon (1972) is one of the first studies which dealt with the question of grammatical competence as a predictor of communicative competence. Savignon's study involved the development of communicative tasks for a beginning level college French program and the use of discrete-point and global tests to measure the effectiveness of training in communication skills. In summarizing the findings of her study, Savignon states:

The most significant findings of this study point to the value of training in communicative skills from the very beginning of the FL program and to the inadequacy of traditional tests of achievement in assessing communicative competence. (Savignon, 1972; p. 9)

A study by Tucker (1974) seems to support those findings. Studies conducted in Cairo and Beirut among two groups, one who had high grammatical proficiency in English and one with low grammatical proficiency, showed that on three of four communicative tasks there was no reliable significant difference between the performance of these two groups of subjects (Tucker, 1974). This study indicates, with the study of Savignon, that grammatical proficiency is not a predictor of communicative competence.

Although grammatical competence is not a good predictor of communicative competence, there is no evidence to show that if grammatical points are taught in relevant communicative settings, they may have more

meaning for the student. Oller and Obrecht (1968) found that the effectiveness of a pattern drill is increased when language in the drill is related to communication. Their conclusion is that from the very beginning of a second language program meaningful communication should be the aim of instruction. They state:

It would appear that teaching of language structures cannot be profitably separated from communicative activity. Pattern drills should be planned in such a way that the student is deliberately made aware of communicative import. (Oller and Obrecht, 1968, p. 173)

The various approaches above fall into the category of what Stern calls the "analytic" CLT approaches, or linguistic approaches, which can take place in the formal school environment. In another paper, (1980), Stern summarizes the approaches which are categorized as "non-analytic" or pedagogic approaches, an important example of which is immersion. Stern in his conclusion states:

Neither of them offers a panacea, and both present problems.... In this writer's view it is a mistake to believe that communicative language teaching in both senses, makes teaching of formal properties of language superfluous. The issue, as we see it, is how to combine formal, i.e. structural and grammatical, language teaching with analytical and non-analytical CTL so as to be coherent, convincing and effective. (Stern, 1980, p. 61)

Justification for the Development of
Communicative Activities.

With the recent emphasis on developing communicative language proficiency in our second language programs has come a variety of approaches for communicative language teaching. A description of many of them can be found elsewhere (Stern, 1980; Allen, 1983), but, for the purposes of this paper, it is necessary to deal at length with one approach as it relates to core French.

In his proposal for a multidimensional language curriculum in core French Stern (1982) has highlighted the importance of four components. They are:

1. the language component
2. the culture component
3. communicative activities component
4. general language education component

Commenting on the communicative activities component, the author says:

(It) ... is perhaps the most novel contribution of our own time: It demands a change of approach. It is designed to ensure all learners are exposed to the experience of natural, unedited and unrehearsed language use. (Stern 1982, p. 41)

Advocates of the notional/functional approaches would relegate grammatical knowledge to a very minor position in the second language classroom. Wilkins (1976), in describing notional syllabuses, states:

Although we will probably choose to isolate particular forms from this rich linguistic environment to ensure adequate learning of the grammatical system, there will be no ordered exposure to grammar of the language. (Wilkins, 1976, p. 19)

There is evidence, however, from immersion studies that grammatical accuracy among young language learners does not improve much after a certain level perhaps suggesting that they have obtained enough grammatical competence to satisfy their communicative needs (Canale and Swain, 1979). It is still recognized, therefore, that, even in immersion, some language study is desirable (Yalden, 1984). It seems that there is a place for the grammatical and the functional emphasis in communicative approaches. Brumfit (1980) claims that:

The simplest proposal is to use the grammatical system as the core of the syllabus... Thus notional, functional and situational specifications can be conceived of as a spiral around a basically grammatical core. (Brumfit, 1980, p. 5)

Brumfit's statement is not to imply that language study need take the form of one of the traditional methods. It is worth pointing out, too, that there is no evidence that grammatical competence will not result from notional/functional approaches (Canale and Swain, 1979). This will have to be answered by research in future studies.

There are three arguments in favor of exposing students to the kinds of communicative activities that Stern has described above. First, the evidence in the literature is certainly in favor of introducing meaningful communication to second language learners long before all grammatical aspects are mastered (Schulz, 1977; Guntermann and Phillips, 1981). In addition, Krashen proposes that

the learned rules are only of use to the student as a monitor in the acquisition of language (Krashen, 1978). Finally, research indicates that those who want to communicate in a foreign language must acquire the ability to communicate in natural situations (Terrell, 1985). This will take place in the classroom only if we expose the student to the target language through acquisition activities (Terrell, 1977). As Johnson and Morrow say:

... a cardinal tenet of learning theory is that you learn to do by doing. Only by practising communicative activities can we learn to communicate. (Johnson and Morrow, 1981, p. 64)

Littlewood (1981) has summarized under four headings the contributions that communicative activities can make to language learning. They are:

1. They provide "whole task" practice.
 2. They improve motivation.
 3. They allow natural learning.
 4. They can create a context which supports learning.
- (Littlewood, 1981, pp. 17-18)

Whole task practice gives the student the opportunity to practice in the total skills. For certain drills and exercises it is necessary at times to concentrate on one skill only. But, in communicative situations, all skills can be called into play. As one author says:

It is virtually impossible to separate speaking from listening, for example, if we wish to involve students in communicative exchanges. (Guntermann and Phillips, 1981, p. 333)

Communicative activities improve motivation.

Widdowson (1978) believes that practice in use rather than usage will help the student see some relevance to what he is learning. A study cited by Stevens comparing the achievement of children who spent time in an Activity-Centered (AC) classroom with those from a Teacher-Centered (TC) classroom, confirmed the hypothesis that the AC classroom would provide a more favorable atmosphere for developing communicative and linguistic competence (Stevens, 1983). She suggests that the reasons for success of the AC classroom was motivation because of involvement in real communicative situations and opportunities for communication among peers. She adds:

While the results of this study pertain to a French immersion program, the underlying principle of this approach -- language learning in a setting where language is a vehicle of communication instead of an object of study -- can be applied to any second or foreign language. (Stevens, 1983, p. 262)

It is believed that motivation may be the most important factor to take into consideration in implementing a communicative approach (Canale and Swain, 1979).

Communicative activities allow natural learning.

Krashen says that meaningful communicative drills satisfy all the characteristics for intake, a term Krashen uses to represent the input language that acquirers can actually utilize for language acquisition (Krashen, 1978). In his words, communicative drills

... are designed to be understood, may be put at any level, may be progressive, and may involve real communication or something close to it. (Krashen, 1978, p. 19)

Some authors point to overwhelming research evidence to indicate that communicative ability must be acquired rather than learned (Krashen, 1978; Terrell, 1985). It is likely that some aspects of language learning, such as communication, can take place only in communication-like situations, such as the kind that are provided by communicative activities (Littlewood, 1981).

Communicative activities can create a context which supports learning. In the activity centered classroom, student-teacher relationships will change. As Stern puts it:

In this social climate, the relationship between teacher and student can change in a realistic way over a period of weeks and months from dependence to increasing independence as it would if a language learner would find himself in the target language community. (Stern, 1981, p. 139)

This approach inevitably involves students in group or pair work, with the following pedagogical advantages:

(1) greater involvement; (2) more natural setting; (3) more individualization; and, (4) more co-operation (Brumfit, 1984). The most important advantage of group work as a context which supports learning is offered by Brumfit in the following manner:

Because the small group simulates natural conversational settings more closely than any other mode of classroom organization (if we include pair work with group work) it will combine most effectively all aspects of

communication, learning, and human interaction...in the most integrated, non-threatening, and flexible mode of class organization available to the teacher. (Brumfit, 1984, p. 78)

This new relationship between teacher and student and the humanizing effect of communicative activities can create an environment supportive of learning in any classroom, and particularly in the second language classroom.

Thus it has been shown that our future second language classrooms will contain a communicative activities component as the best way to expose students to meaningful use of language. Those activities will improve all skills, motivate students, allow natural learning, and create a supportive learning atmosphere for students in second language classrooms.

Communicative Language Testing

If we adopt a communicative approach to teaching, our attention must turn to communicative testing. Chastain (1977) notes that discrete-point tests have their place in testing the elements of linguistic performance but, he adds:

The problem of preparing tests that sample the entire range of language knowledge and the ability to manipulate language patterns, i.e., linguistic competence, and the ability to receive or send a message in the second language, i.e., communicative competence, becomes increasingly important as teachers seek to make the second language classroom come alive by including as many real-language activities as possible. (Chastain, 1977, p. 64)

Traditionally, our testing procedures have been geared, perhaps more through convenience than anything else, toward discrete-point items that can be conveniently scored and administered. As well, according to Schulz,

Foreign language teachers have assumed that communicative competence ... will be a natural by-product of linguistic competence... (Schulz, 1977, p. 95)

Research has proven that this can no longer be believed.

One author writes:

One of the most salient characteristics of real-life language use is the absence of a close and easily determined relationship between sheer linguistic ability ... and communicative proficiency. (Clark, 1972, pp. 118-119)

The study by Schulz bears out the point that (if the main goal of instruction is linguistic proficiency discrete-point tests are superior, but if communicative competence is the goal of instruction "simulated communicative tests tend to increase this kind of achievement" (Schulz, 1977, p. 101). The author concludes also, agreeing with Savignon (1972) and Clark (1972), that communicative competence and linguistic competence are separate constructs (Schulz, 1977).

Therefore, if we have communicative competence as a main aim in our second language teaching, we must direct our testing towards evaluating this ability in the student. Savard (1978), writing about the "test de classement en français langue seconde, Test Laval", states:

Mais il ne prouve pas la capacité des sujets de communiquer en français langue seconde. Ce n'est pas la raison d'être de ce test.

Si, cependant, l'on veut mesurer la communication, il faut orienter notre travail dans une direction différente. (Savard, 1978, p. 433).

It is the recognition of the two different types of test that has led Valette to include two sections in each of the four skills areas, one suggesting ways of testing the elements of language usage and one focusing on communication (Valette, 1977).

It is worthy of note that arguments have been proposed that discrete-point tests may, if carefully constructed, test communicative ability (Howard, 1980; and Morrow, 1979). Howard gives several examples of discrete-point tests which are communicatively oriented. It seems from the research that no one type of test alone, discrete-point or integrative, is adequate to test the complex language abilities students may possess. Ingram (1978) has analyzed discrete-point and integrative tests as regards the amount of agreement obtained between test scores and the estimates of teachers and concludes that both types are needed. In her words:

For any full assessment, as distinct from quick screening jobs, a number of different types of subtests are more likely to give an accurate picture than a single measure, and, within limits, the more difficult the subtests are, the greater the chances of sampling language behavior adequately. (Ingram, 1978, p. 12)

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There are no absolute opponents of the integrative type test for communicative competence and Oller (1973) maintains that discrete-point tests are inferior and the more integrative or pragmatic tests are appropriate for testing communicative competence. Wesche (1981) believes that the best approach is to use the integrative tests and to employ item or response analysis to evaluate very specific aspects of student responses, adding that

... analysis of the examinee's errors on an integrative task can tell more about his or her specific language problems than any highly artificial discrete-point task. (Wesche, 1981, p. 555)

Oller has given evidence that the global measure of a dictation is superior to more analytical types of items. He claims that the use of the analytical objective tests is a result of the 'still-present tendency of linguists to see language as analytical elements that can be measured by those types of items. He concludes:

If it is indeed true that language cannot be successfully explained apart from its use as a medium of communication, it would follow that analytical tests of language competence which remove linguistic units from the meaningful contexts in which they occur are apt to be less valid than integrative tests which are more relevant to communication skills. Certainly dictation, which requires the perception of meaningful speech, falls into the latter category. (Oller, 1971, p. 259)

Tests of communicative proficiency will naturally follow if our objectives in teaching reflect communication. Higher level objectives will lead to

higher level classroom activities and in turn will lead to higher level tests (Chastain, 1977). As Wesche states:

To the extent that a test presents authentic language and communication tasks with both a verbal and extralinguistic context, it will be evoking communicative performance, and thus approach as nearly as possible the evaluation of communicative competence. (Wesche, 1981, p. 559)

In conclusion, our need for communicative competence in core French will inevitably lead us to develop communicative activities. Student proficiency as a result of participating in a program of communicative activities will need to be tested by a variety of tests. More than just the traditional discrete-point approach, our language testing must include more global measures, with analysis of responses serving to evaluate discrete linguistic competencies of our students.

Conclusion

We have arrived in the 1980s; then, to the point in our second-language pedagogy where no one methodology of second-language learning is adequate. The search for a panacea in language teaching has, for more than a decade, (Stern, 1974) been recognized as a futile effort. The emphasis for the future of second-language teaching will be the incorporation of what we found useful from all past methods into a multi-dimensional curriculum. A most essential part of the curriculum will be a communicative

activities component with an emphasis on global, rather than discrete-point, testing. In the following chapters, one attempt at implementing a communicative activities approach with integrative testing will be described.

CHAPTER III

THE STUDY

The present chapter is a discussion of the sample, the materials, the treatment and design of the study, and the instruments used for the collection and analysis of data.

The Sample

The subjects for the study consisted of 86 Level 1 high school students, 57% female, enrolled in French 2101 in three schools in a school district in rural Newfoundland. The subjects represented four classrooms in the same school district, two of which formed the experimental group and two, the control group. Since students at this level are free to choose the courses for which they register, there was no pre-selection process for the students in those classes, and groups were considered similar and randomly selected. All classrooms were heterogeneous in nature.

The policy of the school district is compulsory study of French in the schools concerned in the study from Grade 4-8. As a result, all students who were the subjects of this study had been enrolled in French for 5 years previous to the present level and they had all opted to take French at this level. Furthermore, the

instruction of the students since the beginning of their study of French had been with the same French program.

To determine the similarity of the groups, the most recent major evaluation in French prior to the study, the Mid-Term Test result, was taken as the pretest for the study. This test mark was statistically analyzed to determine whether there was any significant difference in achievement level between the two groups on a comprehensive test of French skills. An analysis of variance of the Mid-Term scores showed that there was no significant difference between the groups prior to treatment. This result is illustrated in a Table of the Means, Standard Deviation, F-value and level of significance in Appendix F. It was concluded that the groups were similar in achievement level in French at the beginning of the experiment. As noted by Campbell and Stanley (1963):

The more similar the experimental and the control groups are in their recruitment, and the more this similarity is confirmed by the scores on the pretest, the more effective this control becomes. (Campbell and Stanley, 1963, p. 48)

The Materials and Testing Instruments

The Teachers' Guide

A Teachers' Guide of communicative activities to accompany Component 22 of Passeport Francais 6 was prepared by the investigator with the intention of having

students use the linguistic elements of the component in a communicative way in the classroom. The Guide, which is included in Appendix A, consisted of the introduction of linguistic structures of the component, but rather than emphasizing the practice of those structures by manipulating discrete items, the students were permitted to work on communicative activities in pairs or groups and were encouraged to put the grammatical knowledge they had to some communicative use.

The lessons containing the activities were designed primarily to be used in an approach which follows four stages of lesson organization. These were: (1) warm-up; (2) presentation; (3) practice; and (4) communicative activities. The communicative activities stage always involved students in group or pair work but some communication took place as well in the practice and warm-up stages of the lesson.

The Teachers' Guide consisted of 20 lessons, the first half being more linguistically oriented in an effort to cover the component material, and the latter half giving the students more opportunity for language use activities.

There was a deliberate attempt to remain as close to the theme and linguistic content of the component as possible in the design of communicative activities for the following reasons: (1) students could use their own course textbook for reference and study and (2) the

literature suggests that communicative activities based on an already existing program might be the best way of implementing a communicative approach for young second language learners.

After preparation, the materials were evaluated by a classroom teacher in the field and were thought to be an adequate coverage of content for Component 22. A French specialist, and a French co-ordinator, reviewed the Teachers' Guide and offered suggestions for revisions. Further evaluation by curriculum specialists resulted in final revisions before implementation in the classroom.

The Testing Instruments

Achievement tests were prepared by the investigator to test the performance of students on the skills of speaking, listening, reading and writing. The development of the tests was based on the theory of language testing in the literature, especially Valette (1977) and Boyd (1978). A special effort was made to include more global items which reflect the communicative emphasis in contemporary testing theory. Rather than evaluating student performance on discrete-point items, the investigator was more concerned with student achievement on communication skills in speaking, listening, reading and writing.

After the tests were developed, they were evaluated by the teacher in the field who reviewed the Teachers'

Guide. The tests appeared to be an adequate measure of student achievement on all skills for Component 22. The items tested the themes and vocabulary of the component and were open-ended enough for students to include any linguistic elements in the answers. The tests were studied by a curriculum specialist and, after some revisions, they were deemed adequate to measure the communicative performance of students on the content of the component under study. A copy of all test instruments, along with a chart depicting an analysis of test items as they represent content themes, is included in Appendix B.

The Questionnaire

In order to determine student attitudes towards the approach used with the communicative group and to gather opinions about the study of French in general, a student questionnaire was designed by the investigator. The questionnaire consisted of 14 opinion statements to which students were asked to agree or disagree and one open-ended question in which students were asked to suggest how French should be taught. The questionnaire was examined by the curriculum specialist and revised before presentation to the students. The questionnaire is included in Appendix D with the results.

The Design of the Study: Treatment

The groups for comparison in the study constituted natural classroom groups rather than groups with pre-experimental sampling equivalence. The pretest was essential since groups were not equivalent in the experimental sense. The design was The Nonequivalent Control Group Design described by Campbell and Stanley in which the assignment of the treatment was "assumed to be random and under the experimenter's control" (Campbell and Stanley, 1963, p. 47).

The pretest was important for control because of the absence of pre-experimental sampling equivalence and the more similar the groups were on the pretest the more effective the control. And, as Campbell and Stanley note:

Assuming that these desiderata are approximated for the purposes of internal validity, we can regard the design as controlling the main effects of history, maturation, testing, and instrumentation. (Campbell and Stanley, 1963, p. 48)

The Mid-Term exam was considered an adequate pretest since this was a comprehensive mark assigned to the student on the basis of a multi-skill examination immediately prior to the commencement of the study. This mark was available for all students in the study and the examination for which the grade was assigned was scheduled for all schools within the same week.

The students in the 'experimental', or communicative group, were instructed using the Teachers' Guide of

communicative activities prepared by the investigator. The period of instruction was four weeks. Students were not aware they were involved in a study but they realized that the approach was a different one because of the amount of group work, pair work or role-playing they were involved in. They were told that this was an attempt to make the class an environment where they could feel free to communicate in French with their classmates and the teacher.

The 'control' group, or linguistic group, followed the regular program for four weeks, and were not aware of any connection with the study.

In addition to the investigator, another co-operating teacher taught one class of the experimental group. This was thought desirable to take into account teacher, or within-group, differences in the analysis of results.

~~The control-group classes were taught by two other~~
~~co-operating teachers in two different schools in the~~
district. It was felt by the experimenter that the sample was a wide representation of both students and teachers of French 2101 in the district.

The teachers involved in the study have all had more than ten years teaching experience in French and all have taught the Passeport Francais program since its introduction in Newfoundland schools. The teachers were

well-versed in the cognitive-code methodology as well as audio-lingual methods which they have all experienced.

After four weeks of instruction, both groups were given achievement subtests for each of the skills of speaking, listening, reading and writing. The communicative group also completed a questionnaire giving their opinions about the communicative approach used in the component.

Procedure for the Collection and Analysis of Data

The subtests in the study were completed in a one week period after completion of the component and the tests were scored using the criteria developed for each item of the subtests.

The speaking test was administered to all subjects by the investigator in a 10-minute individual interview for each student. Students were given a timetable and were asked to leave class, one at a time, when their interview time came. With teacher co-operation, there was a minimum of discussion of speaking test items among the students.

The listening test was administered by each classroom teacher and consisted of a student answer sheet and a tape recording of a native speaker. All students as a result were exposed to the same voice in the listening

test. This test took approximately 20 minutes for each class.

The reading and writing tests were administered in a 40-minute class period to the two groups by the teachers participating in the study. All students had the same time to perform all tasks. Since all instructions on the reading and writing subtests were written in English, it was felt that the different administrators would have no effect on the results.

Finally, the questionnaire was completed by the communicative students in a separate class period.

After collection of the raw scores on the subtests, descriptive statistics were found on all subtests for both groups. The mean, standard deviation, and the range were calculated on all subtests.

One-way analysis of variance results were calculated for each subtest and total score. Multiple regression tests were conducted on all subtests to control for group teacher factors in the performance of subjects in the study. Finally, the null hypotheses were tested using Pearson correlation coefficients showing the relationship of treatment with all students and total score.

CHAPTER IV

PRESENTATION OF RESULTS

In this chapter the results of the statistical analysis of the subtests of speaking (SS), listening (LS), reading (RS), and writing (WS) for the experimental and control groups are presented. In addition, the total performance of both groups is analyzed statistically and the results of the tests of the null hypotheses are reported. Finally, an analysis of the student questionnaire responses is also given.

The Speaking Test

Table S1, below, presents the number, the range of scores, the means and standard deviations on the speaking test for the communicative group and the linguistic group. The communicative group had a higher mean score on SS than did the linguistic group, with a difference of 2.9 points in favor of the communicative group. The range shows that the communicative group had a higher minimum score and a higher maximum score than the linguistic group. The standard deviation indicates more of a spread of scores for the communicative group with 1.838 points greater than the standard deviation for the linguistic group.

Table S1

Number, Range, Means, Standard Deviation
for the speaking scores for the
communicative group and
linguistic group

Group	n	Range	Mean	SD
Communicative group	40	4-42	22.27	9.946
Linguistic group	38	2-36	19.34	8.108

Table S2 presents the results of the ANOVA for the speaking scores. There is no significant difference indicated by the F-value of the analysis of variance between the communicative group and the linguistic group.

Table S2

One-way analysis of variance result for the
speaking skills experiment

Source	SS	DF	MS	F-ratio	Level of significance
Between groups	167.62	1	167.63	2.025	.1588
Within groups	6290.53	76	82.77		

In the table which follows, Table S3, the regression analysis results for the speaking scores are presented.

The result shows that when controlling for the effects of group teachers on speaking performance, the effect of the treatment was not significant, although the results point in a direction favourable to the experimental or communicative groups.

The Listening Test

Table L1 shows that on the listening scores the communicative group had a higher mean score than the linguistic group -- a difference of 5.21 points in favor of the communicative group. The communicative group had a higher minimum score and a higher maximum score than the linguistic group. It is worthy of note, and will be discussed later, in Chapter V, that the standard deviation for the communicative group was 1.32 points lower than that of the linguistic group, indicating less dispersion of the scores of students in the communicative group.

Table S3

Regression analysis results for the speaking
performance scores in the experiment

independent variable	<u>dependent variable: speaking scores</u>				
	B	SE(B)	Beta	T-value	level of significance
Group	-2.235	3.159	-.123	-.707	.480
Dummy 1	1.092	2.946	.055	.371	.712
Dummy 3	-.126	3.005	-.006	-.042	.967
Dummy 2	-	-	.080	.000	1.000
Constant	22.96				
Multiple R	.167				
R-Square	.028				

Table L1
Number, Range, Means and Standard Deviations
for listening scores for the communicative
group and the linguistic group

Group	n	Range	Mean	SD
Communicative group	42	10-32	23.07	5.46
Linguistic group	38	6-31	17.86	6.78

Table L2 presents the one-way analysis of variance results for the listening scores. The F-value is significant at the .003 level of significance indicating a strong positive relationship between the communicative approach and the performance of students on the listening skill.

Table L2
One-way analysis of variance result for the
listening skills experiment

Source	SS	DF	MS	F-ratio	Level of significance
Between groups	540.07	1	540.07	14.401	.003
Within groups	2925.13	78	37.50		

The regression analysis results, controlling for teacher effects, for the listening skills subtest is presented in Table L3 below.

This result demonstrates that even when controlling for the effects on listening attributable to the control group teachers, the experiment was successful. In other words, the finding that the experimental group, or communicative students, out-performed the control, or linguistic students, on listening was a true, not spurious, result.

The model which follows, Model L1, shows the relationship in the listening skills experiment.

This diagram illustrates the finding that when taking into account the effects of teachers of the 86 students in the study, the experiment or treatment factor proved highly significant.

An analysis of individual test items on the listening test showed that the communicative group students did much better on the dictation item of the listening test, while many of the linguistic group students did not attempt this item or did very poorly on it. This point is discussed in Chapter V.

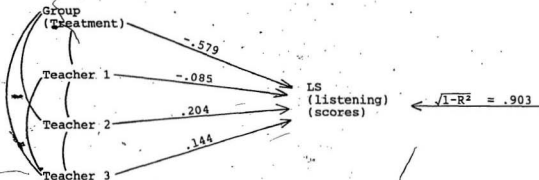
Table L3

Regression analysis results for the listening
performance experiment

independent variable	dependent variable: listening scores				
	B	SE(B)	Beta	T-value	level of significance
Group	-7.636	2.123	-.579	-3.597	.001
Dummy 1	-1.197	1.936	-.085	-.618	.538
Dummy 3	3.062	1.988	.204	1.540	.128
Dummy 2	.144	-	.144	.000	1.000
Constant	29.584				
Multiple R	.430				
R-Square	.185				

Model L1

Path model of the relationships in the
listening skills experiment



The Reading Test

From Table R1, it is clear that the groups performed similarly on the reading test with a mean score difference of 1.53 points in favor of the communicative group. This difference may indicate a slight tendency for this group to perform better on the reading skill. The range of scores and the standard deviation indicates a wider dispersion of scores for the communicative group.

Table R1

Number, Range, Means and Standard Deviations for
reading scores for the communicative group
and the linguistic group

Group	n	Range	Means	SD
Communicative group	41	9-33	22.09	6.18
Linguistic group	41	12-32	20.56	5.78

Table R2, below, presents the one-way analysis of variance results for the reading skills test for the groups.

Table R2
One-way analysis of variance results for the
reading skills experiment

Source	SS	DF	MS	F-ratio	Level of significance
Between groups	48.40	1	48.40	1.358	.2474
Within groups	2851.71	80	35.65		

The F-ratio in the above ANOVA results is not significant, indicating that the treatment had no significant effect on reading skills.

In the following table, Table R3, regression analysis results, controlling for teacher effects, are presented.

This result indicates that when the effects of teacher is partialled out, or removed, there is no significant difference in performance on reading between the communicative group and the linguistic group.

The Writing Test

Table W1, below, shows that there was a 1.6 point difference in the mean in favor of the linguistic group on the writing subtest, indicating a tendency for the linguistic group students to perform better on the writing skill. The standard deviation for the linguistic group

Table R3

Regression analysis results for the reading
skills experiment

independent variable	dependent variable: reading scores				level of significance
	B	SE(B)	Beta	T-value	
Group	1.162	2.026	.098	.573	.568
Dummy 1	4.670	1.862	.361	2.508	.014
Dummy 3	.255	1.844	.019	.138	.006
Dummy 2	-	-	1.000	.000	-
Constant	13.163				
Multiple R	.300				
R-Square	.090				

was 1.36 points greater than the communicative group. There also seems to be a slight advantage for the linguistic group indicated by the higher minimum score and the higher maximum score.

Table W1

Number, Range, Means and Standard Deviations for the writing scores for the communicative group and the linguistic group

Group	n	Range	Mean	SD
Communicative group	41	2-28	13.5	6.82
Linguistic group	40	3-30	15.1	8.18

Table W2 presents the one-way analysis of variance results for the writing test results.

Table W2

One-way analysis of variance results for
the writing skills experiment

Source	SS	DF	MS	F-ratio	Level of significance
Between groups	48.05	1	48.05	.845	.361
Within groups	4433.50	78	56.84		

The F-value in the analysis of variance for the writing scores is not significant.

The results of the regression analysis, presented in Table W3, indicated that, when teacher factors are controlled, the linguistic students performed significantly better on the writing test than did the communicative students.

An analysis of test items on the writing test shows that on item 2 the mean score of the communicative group was higher than the linguistic group; on both other items the reverse is true. Many students in the linguistic group omitted item 2 altogether without attempting to guess, whereas only 9 out of 40 of the communicative group did not attempt this item. This point is discussed further in Chapter V.

Table W3
Regression analysis results for the writing
performance experiment

independent variable	<u>dependent variable: writing scores</u>				level of significance
	B	SE(B)	Beta	T-value	
Group	5.379	2.681	.359	2.006	.0484
Dummy 1	4.187	2.435	.259	1.718	.089
Dummy 3	-2.021	2.408	-.124	-.389	.404
Dummy 2	-	-	1.000	.000	-
Constant	3.388				
Multiple R	.237				
R-Square	.056				

Total Performance

In Table T1, it is clear that the mean score on the total of all subtests is in favor of the communicative group. The higher minimum score and higher maximum score for this group indicates a tendency for the communicative group to perform better on overall performance.

Table T1

Number, Range, Means and Standard Deviations
for total score for the communicative
group and the linguistic group

Group	n	Range	Means	SD
Communicative group	43	39-127	76.93	24.45
Linguistic group	43	19-119	66.53	28.33

In the one-way analysis of variance test for the total score, shown in Table T2 below, although the F-value is not significant at the .05 level, it is strongly in favor of the communicative group.

Table T2

One-way analysis of variance result for total score, where total = SS + LS + RS + WS

Source	SS	DF	MS	F-ratio	Level of Significance
Between groups	2323.36	1	2323.36	3.20	.077
Within groups	60919.49	84	725.23		

Table T3 below presents the regression analysis results for the total score of all subtests in the experiment.

The "total", or overall performance of students on the sum of all subtests, although not statistically significant, when controlling for teacher factors, is in favor of the communicative group. Thus, the total performance is improved by the communicative approach in this study.

Correlations and Tests of the Null Hypotheses

The correlation matrix presented below gives the correlation of Group or treatment with the four subtests of speaking (SS), listening (LS), reading (RS), writing (WS) and Total, a composite of SS + LS + RS + WS.

Table T3

Regression analysis results for the total
performance score

independent variable	dependent variable: total score				level of significance
	B	SE(B)	Beta	T-value	
Group	-7.981	9.026	-.147	-.884	.379
Dummy 1	8.446	8.433	.143	1.002	.319
Dummy 3	4.824	8.302	.080	.581	.563
Dummy 2	-	-	1.000	.000	-
Constant	66.534				
Multiple R	.228				
R-Square	.052				

Table C1

Correlation matrix, means and standard deviations
for variables in the communicative
approach experiment*

	SS	LS	RS	WS	Total	Group	X	SD
SS	1.000	.000	.000	.000	.000	.079	20.85	9.16
LS	.770	1.000	.000	.000	.000	.000	20.60	6.62
RS	.397	.373	1.000	.000	.000	.124	21.33	5.98
WS	.676	.550	.529	1.000	.000	.180	14.32	7.53
Total	.811	.800	.654	.834	1.000	.039	71.73	27.28
Group	-.161	-.375	-.129	.193	-.192	1.000		

* significance level of the relationships reported above the diagonal

Since this experiment is exploratory research and the number of subjects is small, the investigator is willing to accept a greater risk of making a Type II error to increase the probability of finding differences between treatment groups. The value assigned to the level of significance for the hypotheses tests is taken to be .10 rather than .05.

The following relationships and tests of the null hypotheses are drawn from the correlations and significance levels of Table C1:

The result of the test of Hypothesis I which stated that there is no difference in the speaking performance of students in the communicative and linguistic groups is presented below.

$$\begin{array}{ccc} \text{Group} & \xrightarrow{\begin{array}{c} -.161 \\ p = .079 \end{array}} & \text{SS} \\ \text{(Treatment)} & & \end{array}$$

where SS = speaking scores

This result is significant at the 0.01 level of significance and the null hypothesis of no difference is rejected. The communicative approach in this study has a significant positive effect on the speaking performance of the students in the experimental group.

The result of the test of Hypothesis II which stated that there is no difference in listening performance follows.

$$\begin{array}{ccc} \text{Group} & \xrightarrow{\begin{array}{c} -.395 \\ p = .000 \end{array}} & \text{LS} \\ \text{(Treatment)} & & \end{array}$$

where LS = listening scores

The relationship of treatment to listening scores is significant at the $p = .0001$ level. The null hypothesis is rejected. The communicative approach accounted for a significant difference in listening performance on this experiment.

The null hypothesis of no difference in reading performance is not rejected on the basis of the values presented below.

$$\begin{array}{ccc} \text{Group} & \xrightarrow{\begin{array}{c} -.129 \\ p = .124 \end{array}} & \text{RS} \\ \text{(Treatment)} & & \end{array}$$

where RS = reading scores

The treatment did not significantly affect the performance of students on the reading test. However, although the result is not statistically significant, the effect of treatment in reading scores shows a tendency in the direction of the communicative group.

Hypothesis IV which states that there is no difference in writing performance between the communicative and linguistic groups is not rejected on the basis of the following result:

$$\begin{array}{ccc} \text{Group} & & \\ \text{(Treatment)} & \frac{.103}{p = .180} & \text{WS} \end{array}$$

where WS = writing scores

For the writing skill, although there is a tendency for the linguistic group to perform better, the relationship of treatment and writing scores is not significant. We conclude that there is no difference in writing performance as a result of the communicative approach.

The relationship of treatment to total score is significant at the 0.05 level of significance as illustrated below.

$$\begin{array}{ccc} \text{Group} & & \\ \text{(Treatment)} & \frac{-.192}{p = .039} & \text{Total} \end{array}$$

where Total is a composite variable,
i.e., Total = SS + LS + RS + WS

The experiment did account for improvements in the overall performance of students.

The Student Questionnaire

For the purpose of analysis of the student responses on the questionnaire, the items can be placed in one of four categories: (1) content items, or those dealing with the themes of the component activities; (2) general

attitude items, which express student attitudes toward the study of French and their expectations of the French program; (3) testing items, which represent student feelings of various types of tests, i.e., discrete-point versus integrative; and (4) pedagogical items, i.e., items which represent student attitudes toward various teaching and learning techniques as they relate to communicative activities versus linguistic instruction and practice.

On content items, student responses were positive. Although students were divided over whether they would need to discuss money and banking in French, 30 out of 36 respondents felt that they were better able to express themselves on the subject of money and banking after studying the component with communicative activities. In addition, about 63% felt it would be fun to walk into a bank and try the French they had learned. Also, 27 of the 36 respondents indicated they felt they were better able to read an advertisement for employment after doing the component with communicative activities.

Students' responses indicated that attitudes toward speaking French were positive. Of the 36 completed questionnaires, 34 students felt that learning to speak French is very important to them; and, invariably, they felt that, because of residence in Canada, it is an advantage to be able to communicate in French. Furthermore, a large number, 77% of the students, expect to be able to speak French after studying it in school and

29 out of 36 indicated they will use the French they have learned whenever possible after they finish school.

An evaluation of the integrative tests given on this Component revealed that students felt that this type of test was difficult. Almost all students agreed, 33 out of 36, that the test on this Component was more difficult than the type of test they usually have. Interestingly, though, when asked if they prefer being tested on grammar items and verb forms, only 24 out of 36 had that preference, indicating that not all students are entirely satisfied with linguistic, discrete-point items.

On the question of whether students would like to do all Components in the way they did Component 22, only 7 of the 36 indicated that they would. Some students commented that "review of verbs and rules learned in the past" was desirable and "more writing exercises" would be useful.

It is interesting to note, however, that responses to individual items covering the various techniques of the approach were positive. For example, over 70% of the respondents felt that discussing the topics with a partner, a basic tenet of the approach, allowed the student more time to use French than they would have in a large class group. Typical comments on what would improve the French classroom were "more speaking in French class" and "have a partner and a French dialogue". One student felt that "Teachers and students should communicate more in French. I think this would be better to do because it

would make the student aware of what they're doing". A smaller number, but, nonetheless significant, 22 out of 36, liked taping their own dialogues on video-tape or in the laboratory. Finally, when asked if the Component was more difficult because of the lack of formal study of grammar, students were divided in their answers; but, about 58% of them felt it was.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study and to present the conclusions from the findings, the recommendations for further research, and the implications for the classroom.

Summary

Communicative competence is a major goal of second language teaching today. Although numerous methods and approaches have expressed communication as their goal, the desired outcome of communicative competence is not, in fact, a reality. There is still a gap existing between a student's linguistic competence and his/her communicative competence (Guntermann and Phillips, 1981).

The cognitive code learning approach of present second language classrooms has been successful in highlighting the imbalance of the audio-lingual theory and emphasizing meaningful practice, as well as recognizing that language involves a conscious acquisition of rules. It has been made clear, however, that this method, no more than any other method of second language teaching, does not provide the answer to successful language learning when the goal of our teaching is communicative competence. There is, rather, a realization that while no one method

has provided the only answer, each has contributed something to second language pedagogy (Carroll, 1971).

Perhaps because of the inadequacy of any one method to include all the needs of the language learner, language teachers are wary of adopting the notional/functional or sociocultural approaches at the expense of structural elements of the language. In addition, research suggests that some grammatical background is desirable in a communicative approach, but, that a communicative emphasis should be present right from the beginning of second language study (Savignon, 1972).

It seems that, at present, for the purposes of the second language classroom, the best approach in seeking communicative competence is the development of communicative activities, perhaps based on some linguistic or structural element in existing programs (Savignon, 1983; Guntermann and Phillips, 1981).

To accompany the communicative activities, it is necessary to revise our testing procedures from discrete-point evaluation techniques to more global, or integrative, tests which allow for evaluating performance in the communicative skills. If communication is the main emphasis of our teaching, our evaluation procedures must reflect that goal (Chastain, 1977).

The purpose of the present study was to design communicative activities and integrative tests for students in Level 1 of the high school program. The main

aim was to allow students the opportunity to participate in real and realistic communication with fellow students and the teacher and to evaluate the effectiveness of the communicative experiences.

Communicative activities in the form of a Teacher's Guide for one component, Component 22, of the Passeport Français program, were developed. The question of whether the introduction of these activities had any effect on achievement on integrative tests of speaking, listening, reading, writing and total score was examined. The hypotheses stated that there was no significant difference between students who studied the Component using communicative activities -- the Communicative group -- and those students who followed the regular program -- the Linguistic group -- on the skills of speaking, listening, reading and writing when those skills are evaluated on global measures.

After four weeks of study of Component 22, the Communicative group and the Linguistic group were given the same teacher-made tests. There was one test on each skill area -- speaking, listening, reading and writing. The tests were previously formatively evaluated and revisions were made.

In addition, a student questionnaire was administered to determine student attitudes to a communicative approach and global testing techniques and to the study of French in general.

Conclusions

From the statistical analysis of test data and the student questionnaire, the following conclusions may be drawn:

Conclusion 1

On the speaking skill, the communicative group attained a higher level of achievement than the linguistic group. The communicative group performed generally better as evidenced by the distribution of scores and the range. The higher minimum and maximum scores in the communicative group is probably an indication that communication activities provide the type of practice needed for enhancement of speaking skills -- conversations with peers and teacher -- perhaps not often provided in the linguistic classroom. The null hypothesis was rejected at the 0.10 level of significance and we may conclude that there is a positive relationship between the introduction of communicative activities and performance on tests of speaking. It may have been that the direct conversation in groups allowed students more time to practise the component content; or, perhaps the absence of a teacher in "pair work" allowed students to be more relaxed in speaking as they helped each other in conversation. Furthermore, since this study was for a period of only one month, more positive results may be hypothesized with a longer time period.

Students indicated that they felt speaking French was an important goal of the French program. They also felt they could express themselves on the subject of money and banking better after doing this component in this way. It may be concluded from this that communicative activities (and techniques) such as grouping or pairing have contributed to students' positive perception of their ability to communicate on this particular subject.

Conclusion 2

Students in the Communicative group scored higher than students in the Linguistic group on the listening subtest, a result not entirely expected because it was believed by the investigator that the exposure to teacher-talk would have improved the listening skills of the Linguistic group.

The advantage for the Communicative group is particularly evident in the dictation item. Dictation, according to Oller (1971), is a more integrative test and, therefore, more representative of overall ability to use the language. We may conclude that communicative practice assists students to perform well on this global type of item. This is an essential point for classroom application and will be discussed again later.

The dispersion of scores on the listening test is greater for the Linguistic group than for the Communicative group. A conclusion may be drawn from this

result that because the students in the Communicative group were working together in pairs or groups they may have learned from each other so that their resulting scores are more homogeneous with the lower scores tending upward. What is referred to as "tutor" grouping can bring the student to realize that he/she can learn from someone other than the teacher (Terroux, 1982).

The difference in the mean score of both groups was found significant at the $p \leq .0001$ level of significance. This highly significant result in favor of the Communicative group allowed the investigator to reject the null hypothesis. On the listening skill, we may conclude that the introduction of a communicative activities approach significantly increases the level of achievement; and, the communicative approach tends to help students on global measures and to improve weaker students' listening ability. This latter point might be the most significant finding of the listening subtest.

Finally, the better performance of the Communicative group on the listening skill and especially on the dictation is an important finding for two reasons. First, the more complete responses, even when incorrect, is an indication of a willingness to guess, a characteristic of the "good language learner" (Rubin, 1975). The ability to guess even when not sure of form or structure should improve the performance of students in learning a second language. Secondly, the better listening performance of

the Communicative group is important since Krashen (1984) maintains that the only true form of language acquisition is "comprehensible input". In his words:

Speaking is a result of acquisition; the ability to speak a second language "emerges" or develops on its own only after the acquirer has built up enough competence by listening and reading.
(Krashen, 1984, p. 61)

Students who are able to process the language they hear will be more successful language learners.

Conclusion 3

Students in the Communicative group had a higher mean reading score than the students in the linguistic group, although this difference was not significant statistically. The null hypothesis was not rejected and it was concluded that the introduction of a communicative approach did not significantly improve the students' performance in reading. One conclusion that may be drawn is that the treatment had no effect on the reading skill and that students performed on reading as they would have had they not studied the component using the communicative activities, perhaps because in the approach using communicative activities there was no direct intention to teach reading except as it aided communication activities. It seems that a deliberate strategy for reading is essential in any approach to second language teaching. (See Carroll, 1975.) This point will be discussed as a point for classroom implications.

It is worthy of note, however, that there is a tendency for the pupils in the Communicative group to score higher on the reading subtest even without specific instruction in reading. It may be that, over a longer period of time, the Communicative group might have demonstrated a more significant gain in reading skills.

Conclusion 4

The analysis of the effect of the development of communicative activities on writing showed there was no significant difference in the scores of the Communicative group and the Linguistic group. The null hypothesis was not rejected, leading to the conclusion that the introduction of communicative activities for one component did not affect performance on writing tests.

The writing test results overall favored the Linguistic group, as indicated by the mean and the range. It may be too bold a conclusion to draw that, because of grammatical and linguistic instruction in the classroom, the Linguistic group performed better, when accuracy was the goal, although it certainly may be hypothesized that this could well be a factor.

An examination of individual items on the writing test, however, revealed that students in the Linguistic group performed either very well or very poorly on item 2, which required the completion of a conversation built around suggested cues. Valette (1977) notes that this

type of item is a reflection of the conversational skill and "students will be producing a written version of spoken exchanges" (Valette, 1977, p. 253). It may be concluded that the preparation of students on the speaking skill in the communicative approach was influential in helping them perform on this conversational type item.

Another factor is present here. A number of students in the Linguistic group did not attempt a guess at this item, whereas the students in the Communicative group guessed more, i.e., even if students in the Communicative group did not know a grammatically correct sentence, many more than the Linguistic group wrote a sentence which was incorrect grammatically. For example, one student, using the cue "une voiture", wrote: "Je suis achete une voiture" -- a simple, incorrect sentence; a guess at getting the meaning with little attention to correct structure. Another, who obviously did not have command of grammatical items of the component, one of which was the imperative plus pronouns, wrote:

Paul, preter-le moi argent.
Non, je ne preter pas argent

There are, of course, perfectly correct answers among those of the Communicative group and incorrect answers among the answers of the Linguistic group; but, the number of "guesses" or attempts at expressing meaning with incorrect, ungrammatical sentences is greater among the Communicative group. The conclusion may be drawn that the Communicative group, perhaps because of the encouragement

for guessing in this approach, was more willing to guess to get the meaning across. Thus the communicative approach may contribute to students being more willing guessers, a characteristic of the good language learner, as mentioned previously.

Further Observations

Although student responses on the questionnaire were discussed in the preceding section, where relevant to the discussion, some other points worthy of note are presented here.

Students' positive attitudes toward speaking French, as indicated by the number of students who would like to try out what they had learned in a real situation, are encouraging. The students in the Communicative group exhibited the willingness to get involved in the activities in the classroom. Although some students were reluctant to participate in role-playing, almost all worked well in pairs or groups and there were always ready volunteers for more performance-oriented activities, such as role-playing a job interview. As noted by Canale and Swain (1979), this motivation to take part in communication activities may be one of the important advantages of a communicative approach.

Students' expectations for the French program, as indicated by the open-ended responses on the

questionnaire, are clear. The large number of students who indicated that they expect to be able to speak French after studying it in school supports the goal of communicative competence as a major one for our French programs. Complementary to this expectation, many of the students offered these suggestions for improvement of the French program: "trying to make conversations in class"; "speak as little English as possible"; and "I would like to talk to a lot of students in French and try to make conversations with them". The student responses confirm the well established feeling in today's society that speaking French is a desired outcome of our French programs. These findings are also consistent with those of Pack (1979).

Student reactions to the type of test warrants some further discussion. Generally, students felt that the integrative type tests used in the study were more difficult than the type of test they usually have. However, they were not extremely positive about being tested on grammatical elements and verb forms. Student preferences as to test type are unclear from this study. Schulz (1977) found that students preferred the discrete-point items and gave a list of student reasons for this preference. Although recognizing that the student responses were legitimate, she adds:

... are they the kinds of reasons that should justify our use of these items for testing purposes? (Schulz, 1977, p. 100)

It is likely that students would react negatively to any new test item and further exposure and practice could improve that attitude. It is worthy of note that the students in the Communicative group were generally more relaxed in the interview than were the students in the Linguistic group. We must keep in mind that the evaluator was a teacher in the same school as the students in the Communicative group, while he was a stranger to the students of the Linguistic group. However, the communicative approach is not to be ruled out as a factor in contributing to the relaxation of the students in the speaking test. It is a widely accepted belief that one learns by doing; one learns to communicate with practice.

Finally, although students responded that they did not want to study all components of the course in the way they did this one, a result not inconsistent with the literature which supports the retention of the grammatical elements, especially at this level (Canale and Swain, 1979), the open-ended question responses, which gave them an opportunity to say how they would like French taught, are generally supportive of a communicative approach.

Some of these responses are as follows:

1. More speaking in French class
2. Have a partner and a French dialogue
3. More French trips
4. Movies on French Culture
5. Speak as little English as possible

6. I would like to talk to a lot of students in French and try to make a conversation with them.
7. Teachers and students should communicate more in French. I think this would be better to do because it would make the student aware of what they're doing.

Summary of Conclusions

In summary, the following conclusions are highlights of this study:

- (1) Communicative activities contributed to the improvement of student performance on integrative tests, particularly in speaking and listening.
- (2) Some communicative students show a tendency to improve performance on reading and writing in specific tasks, i.e., those test items related to conversation.
- (3) Communicative students did significantly better on dictation, a more global measure than multiple-choice discrete-point items.
- (4) Students using the communicative approach tended to do more guessing, a characteristic of the good language learner.
- (5) Communicative students felt confident they could use the French they learned relating to the theme of the component. They indicated they --

would like to try to communicate in a real situation -- a motivational result consistent with the belief expressed by Canale and Swain (1979) that a communicative approach would assist motivation.

- (6) Communicative students felt that they did not want to do all components using a communicative activities approach, however, and the study seems to support the belief held in the literature that a certain amount of grammar is needed for a communicative approach to succeed especially for young second language learners (Canale and Swain, 1979; Brumfit, 1980).
- (7) Student attitudes toward testing procedures were ambivalent but our tests must reflect the goals of the program and, with practice, student attitudes toward types of test items will improve.

Therefore, if results such as these can be achieved for one component, we might reasonably expect better results over a longer period. If a communicative approach is used in prepared activities related to course materials and themes they should assist in improving achievement of students in communicative tasks, such as those tested on global, or integrative tests.

Recommendations for Further Research

In the course of the study a number of questions and concerns arose for which we must still seek answers. The following questions and concerns are topics for further research:

1. Further research on the effect of communicative practice on the skill of listening, particularly as pertains to global comprehension and dictation skills, is required. There seems to be an indication from research (Bullard, 1985), and indeed from the present study, that the global skills required for dictation can best be achieved by getting away from a word-based approach to a more discourse-oriented communicative approach. More study in this area is needed.
2. The effect of communicative activities on various ability levels is a subject requiring further investigation. In this study, indications are that, on the listening skill at least, students with lower ability may improve by working with peers on communicative activities. However, since this was not the direct concern of this study and students were not compared on ability level, the results are by no means conclusive. There may be a tendency indicated by the results, but more investigation is required.

3. A further investigation of the reading skill in a communicative approach is required. Whereas most traditional classroom reading activities are artificial rather than true-to-life language situations, reading selections with a thematic approach or real-life emphasis need to be developed. Research needs to determine if a reading-oriented communicative approach can be effective at this level. The lack of a definite conclusion in the area of reading in this study is certainly a topic for further research.
4. Evaluation techniques need to be examined empirically. Student opinions about the types of test items indicate that student preferences are not clear. Even when they are clear perhaps we need more than student likes and dislikes as a criterion for the selection of test types. In this regard, the Schulz (1977) experiment could be the basis for an experiment at the high school level.
5. Comparative studies of students with differing backgrounds of grammatical knowledge need to be conducted. There is research evidence and widespread belief that some grammatical knowledge is desirable for the success of a communicative approach in second language learning. A comparison of students with different levels of grammatical competence at the high school level is required to determine the effect

of those different levels on communicative competence.

Some Implications for the Classroom

The present study has confirmed the feasibility of introducing a communicative activities approach based on existing programs and has added support to earlier studies which found a communicative approach effective particularly in developing oral skills. The emphasis on communication has been received positively by students who perceive speaking French as a major goal of French study, and who perceive themselves as being able to communicate on the theme of the unit under study.

The overall positive attitude toward working in pairs or groups for the purpose of conversation or practising French dialogues is an important implication for classroom organization. Wherever possible teachers should seek to foster this positive attitude by allowing students the opportunity to work in pairs or groups to perform a specific communicative task.

Teachers should keep in mind that every classroom activity should have communication as its major goal. Practice drills are not to be left out of the program altogether; neither should teachers neglect the study of grammar. Practice of grammatical structures is still an important technique for second language learning.

However, teachers must seek to make drills communicative and meaningful. Language study and language use must accompany one another; linguistic components need not be ignored in a communicative course. Overwhelmingly, the literature indicates that grammatical forms will "come alive" in a meaningful context and this approach will be a motivative factor for the student in the second language classroom.

It seems that global listening skills can be improved best by an emphasis on a more global approach to listening. Of course, the word-based approach at the beginning level is essential, but a progression should take place to more discourse-oriented listening activities. This will involve having a variety of taped native speakers of the target language. It is an argument against chopping up the listening text into small units, except for specific purposes. Also, teachers should instill in students the notion to listen with a purpose in mind. This purpose may be in some cases to listen for an individual word, but more often, it will be to extract relevant information, perhaps, for example, a description of a man, from the longer passage.

It is clear that reading requires a special effort on the part of the teacher. A communicative approach to reading based on real-life reading selections from literature, magazines, newspapers and other authentic sources may be the most desirable approach to aid

communication in the classroom. It is clear that a conscious effort is required to improve reading skills.

Testing procedures need to be brought in line with a communicative emphasis on teaching and learning. More global measures, such as dictation, dialogue writing, and speaking tests in the form of student-teacher interviews, are essential to evaluate communicative proficiency, with analysis of individual item responses providing measures of students' linguistic competence. Teachers need to provide practice items in the integrative type tests to allow students to become familiar with item types.

Finally, teachers must realize that different students have different goals in mind for second language study. There will be some students whose main aim is to be able to read French and there are those who are interested in speaking only. Teachers are faced with the challenge of accommodating different goals and different learning styles. A variety of communicative techniques and activities, rather than one method alone, will serve this purpose best.

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Appendix A
The Teacher's Guide

To The Teacher

Introduction

The following booklet of suggested lesson plans for communicative activities for Component 22 of Passeport Francais 6 is designed to supplement the existing Teacher's Pack of materials for that component, with the aim of giving the students the opportunity to use communicative activities while learning the linguistic structures and vocabulary of Component 22.

The Department of Education has already recognized the importance of using communicative activities in the classroom. In a recent publication, it is emphasized that:

Teachers realize that for students to get practice in oral French, they must talk to one another in pairs or small groups. Teachers are responsible for structuring activities which encourage such interaction. They ensure that the task is of suitable difficulty, that students are linguistically prepared, and that they understand what is required of them. Teachers also ensure that students understand that they are largely responsible for their success in communicative activities.
(Department of Education, 1985)

Since it is time consuming to prepare communicative activities for classroom use for all components of the Core French program the following Teacher's Guide could be utilized by teachers for Component 22.

Types of Activities

The activities are of two types: what is referred to in the literature as accuracy activities and fluency activities (Brumfit, 1984). The aim of fluency activities is to produce language interaction within the classroom. Much conversation in real life will occur in small groups and, thus, group work will play a major role in the methodology of fluency activities. The activities that relate to linguistic form and presentation of vocabulary are accuracy activities and are usually, though not necessarily always, found before students get involved in fluency activities. In the accuracy parts of the lessons, emphasis will be on giving students the grammatical and vocabulary content of the component.

Role of the Teacher

The teacher's role in the communicative classroom is to provide the necessary linguistic forms and lexical items for students to 'perform' an activity and to monitor, although not necessarily to correct, errors. The assumption is that any use of group work will increase the students' chances of receiving and producing language. The teacher's involvement will be casual -- visiting of groups providing informal comments and guiding students through communicative activities. The language produced will necessarily be at the level of the students since the teacher cannot control the language being used.

The Lesson Plans

The lessons are organized into four major components. They are: (1) Warm-up; (2) Presentation; (3) Practice; and (4) Activity. Some linguistic and communicative emphasis is contained in each component of the lesson but the major communicative emphasis occurs in the activity part. The Presentation or explanation parts of the lessons involve instruction or presentation of linguistic or lexical items. The teacher then assumes the traditional role of instructing all students to prepare each for the activities in which he/she will participate later. The fluency activities are largely found in the Warm-up, Practice (in pairs), and Activity, or student performance parts of the lessons. Although the importance of linguistic and lexical items is recognized, the main emphasis is to give the student time to communicate and to use the language. Maximum use of class time is essential and must be used for communicative purposes. The lessons have Homework sections in which grammatical elements may be learned and practiced.

Techniques

In the regular Teacher's Pack for Passeport Francais, the techniques for presentation of linguistic structures involve teacher presentation and practice by students in whole group situations. Where it is recommended that students work in groups or teams, the end

result is a "quasi-communicative", prepared dialogue which students are to memorize and present for video-taping, as is suggested in the Development of "Après le hold-up: un dialogue" in the Teacher's Pack of Passeport Français 6, Component 22. The present Teacher's Guide of communicative activities will involve the student in a more realistic activity by having them role-play the parts of this dialogue without prepared scripts, after they have practiced the dialogue in pairs. The teacher's Pack suggests that the selection "Que cherchez-vous dans la vie?" be presented by the teacher and students are asked to prepare a short job description of a career in which they are interested. The present Guide takes students further in the development of the activity by having them select careers which they like and dislike, being able to say why. It also prepares them to read the classified section of a newspaper, selecting the types of jobs they would choose and discussing them from the point of view of salary, hours of work, responsibilities, -- a more realistic activity since students could conceivably be involved in selecting and applying for a job from a French newspaper.

Presentation of Structures and Lexical Items

It is hoped that by presenting the linguistic content and vocabulary early in the Teacher's Guide, with homework activities for practice of those elements later,

more time can be devoted in the classroom to communication-like activities than was possible following the suggested techniques of the Passeport Francais Teacher's Pack. It is not the intention to avoid instruction in the structures and vocabulary of Component 22; it is hoped only that we can add activities which allow students to use the linguistic structures they have learned in more communication in the French classroom.

Linguistic and Communicative Activities

Since the lessons contain elements of linguistic (L) as well as communicative (C) activities, it is necessary to have clearly in mind which activities are communicative so that these will be given more emphasis if the aim of the lesson is communication. Communication, it is widely agreed, means the ability to use linguistic forms in appropriate ways (Johnson and Morrow, 1979, p. 60). There are a number of principles which a communicative activity must follow but the essential element is that the student learn by doing. The activities in the Teacher's Guide which give the student exposure to using the language rather than studying it are communicative, and are indicated by (C) after the Activity title. For example, students using the "imperatif" to have other students in the classroom follow and carry out instructions is a communicative activity provided the students are not restricted in the commands they give. Some Warm-up parts

of the lessons are communicative in that students are interacting with the teacher and other students in using the second language. When students are involved in writing questions for an opinion poll to find out information from their classmates, they are involved in a communicative activity. Writing dialogues and role-playing may be communicative activities, if students are not restricted in the linguistic structures they use.

Group Work

The Activity parts of the lessons will take up a major part of class time. The teacher is to ensure that the student is involved in doing things, in making choices, or bridging information gaps. Such activities demand an environment where doing things is possible (Johnson and Morrow, 1981, p. 64). In this regard, organization of the classroom which allows pairing or grouping students for communicative purposes is essential.

Group work is more than just a management device; it has to be seen in the communicative classroom as linguistically necessary for natural conversation (Brumfit, 1984). The justifications for group work include the following:

- (1) a more natural setting for conversation,
- (2) more intense involvement on the part of the student
- (3) more individualization

The teacher is advised to proceed slowly in forming groups. Divide the class into the most manageable, most convenient, least interfering size (Terroux, 1982). Most activities in the Teacher's Guide do not require a lot of movement in the classroom, but some activities require students to be out of their seats. Teachers can prepare for these activities by moving some seats beforehand. Most activities suggest pair work but other arrangements are possible.

Teaching Strategies

For linguistic activities, the procedure outlined in the Teacher's Pack of Passeport Francais should be followed. This procedure involves; (1) Teacher presentation of content; (2) practice of linguistic structures and vocabulary by students with teacher leading whole class in drills; and, (3) activities for the students based on the linguistic forms to be learned.

For communicative lessons, the procedure is as follows: (1) presentation by the teacher; (2) practice vocabulary and structures needed to carry out the activity, and, (3) communicative activity involving the student in a communicative purpose using the target language. Students are free to use whatever language expresses the required meaning and are not restricted to linguistic forms, but these are an aid to communication.

Some general strategies should apply to all activities. They are: (1) All students should have the opportunity to use the language in practice and in activities; (2) The teacher should act more as a monitor than an instructor; and, (3) Student presentation to the whole class will reinforce pair/group work.

Conclusions

The activities, many of which are game-type, should be interesting and motivational to students. However, if variations come to mind which are more appealing to students and which would elicit more second language conversation, then the teacher should make changes. The aim of the activities is to get students to communicate. No set of materials is communicative of themselves. What we do with them -- or, what the students do with them -- is important.

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**Lesson 1. Text Reference: Passeport Francais 6, p. 33,
"Le Hold-Up"**

Aim

Students, given commands as a cue, will be able to give in French a suitable response to the command.

Warm-up

Teacher gives various commands which the student can respond to with actions.

Example: Marie, donne-moi ton livre
Paul, ouvre la porte
Va à la fenêtre

Activity

Giving, and responding to, commands (L).

Linguistic Content

Lecture "Le Hold-Up" and Impératif, p. 38.

Presentation

1. Teacher, using overhead and taped version of story, presents the Lecture to the whole class.
2. Impératif actions are acted out by student volunteer.

Practice

1. With p. 38 as a guide teacher gives various commands to students in the class and asks them to give appropriate responses.

Example: Donnez-moi l'argent -- Je n'ai plus d'argent
Prête-moi ton livre -- Non, je dois faire
mes devoirs.

2. Teacher verifies that student knows the meaning of commands on page 38 by giving commands and having students do the actions.

Activity

1. Divide the class into two groups (teams). One group is to give commands and members of the other group will try to carry out the commands. Teacher may have students work in pairs.

Homework

Students are to study "Le Hold-Up" and write five commands that students can respond to next day.

Lesson 2. Text Reference: "Le Hold-Up", p. 33.

Aim

Students will be able to ask and answer questions orally and in writing on the reading selection.

Warm-up

Teacher gives commands and students are to give responses.

Example: Paul, prête-moi dix dollars
Marie, donne-moi ton livre pour cette classe
Ouvre la porte, s'il te plaît

Activity

Questions and Answers on the Lecture (L).

Linguistic Content

Vocabulary of "Le Hold-up" and interrogative forms.

Presentation

1. Using overhead and reading selection, p. 33, teacher presents the story. Personalize questions where possible.

Example: "A quelle heure ferment les banques dans votre ville?"
"Quelle banque est dans votre ville?"
"Qui travaille dans la banque?"

2. Present vocabulary in the form of questions to individual students to ensure comprehension.

Example: le voleur -- Est-ce qu'il travaille à la banque?
Qu'est-ce qu'il fait?
la caissière -- Où est-ce qu'elle travaille?
Qu'est-ce qu'elle fait?
soudain -- Donne-moi un synonyme pour "soudain".

Continue presentation of vocabulary items this way or by reference to visuals.

Practice

1. Students divide into two teams or pairs and one group asks a question on the reading selection or personalized as above while a student(s) from the other group attempts to answer it.
2. This activity may be made into a competition.

Homework

Students are given a "Banque de Mots" and a "Dictionnaire des Synonymes et Antonymes".

On the student worksheet provided students are to do Exercises 2 and 3.

BANQUE DE MOTS. (LECTURE)

s'approcher
une caissière
un bout
rien
effrayé(e)
bouger
tirer
pauvre
tellement
le guichet

Exercices de Vocabulaire.

1. Ecrivez une définition ou une phrase pour les mots.
Employez le dictionnaire.
2. Trouvez dans le texte ou dans La Banque de Mots un synonyme des mots suivants: (Employez le Dictionnaire de l'élève.)
 - a. peur _____
 - b. immédiatement _____
 - c. tout à coup _____
 - d. un morceau _____
3. Trouvez le contraire des mots suivants: (Employez le Dictionnaire des Synonymes et Antonymes.)
 - a. quitte _____
 - b. commence _____
 - c. quelque chose _____
 - d. courage _____
 - e. arrêter _____
 - f. jamais _____
 - g. riche _____
 - h. gauche _____
 - i. tout le monde _____

Dictionnaire
de
L'élève

acheter: le contraire de vendre. Voilà dix dollars, va m'acheter trois paquets de cigarettes. Pour Noël, qu'est-ce que tu as acheté pour ton ami?

s'approcher: venir plus près de quelqu'un. Un synonyme de avancer. Je ne peux pas prendre la photo; approche-toi un peu.

argent: Un terme général qui désigne les billets (\$5) et des pièces (25). Son frère est médecin; il gagne beaucoup d'argent. Celui qui n'a plus d'argent est fauché.

arrêter: le contraire de continuer. On m'a arrêté dans la rue pour me demander l'heure. Arrête la voiture; il y a un bruit dans le moteur.

avocat: L'avocat a fait ses études de droit. Le voleur dit: "Je ne parle pas; je veux parler à mon avocat".

bout: un morceau. Un bout de quelque chose. Passe-moi un bout de pain s'il te plaît. Il lui donne un bout de papier.

caissière (caissier m.): quelqu'un qui travaille derrière le guichet la banque ou au restaurant ou au magasin.

dépenser: le contraire est économiser. On dépense de l'argent au magasin quand on achète des choses. Tu dépenses trop d'argent; tu vas être fauché.

derrière: le contraire de "devant". Où est Jacques? Retourne-toi, il est juste derrière toi. Pierre préfère être devant; mais moi, je reste derrière lui.

économe: Si on ne dépense pas beaucoup d'argent; on met de l'argent de côté; on est économe. Le contraire est dépensier.

emprunter: Si on achète une voiture, on peut emprunter de l'argent à la banque. Le contraire de prêter.

gagner: Le contraire de perdre. (gagner un match -- Les Expos ont gagné 3 à 0.) (gagner l'argent -- Je travaille au magasin et je gagne \$200 par semaine.)

guichet: (à la poste -- on va au guichet pour envoyer une lettre) L'endroit où le public parle aux employés dans les bureaux de poste, les banques, les gares. La caissière travaille derrière le guichet.

paresseux (fem. paresseuse): Le contraire est énergique ou travailleur. S'il n'aime pas travailler, il est paresseux. S'il aime travailler, il est travailleur.

papier: Passe-moi une feuille de papier et un stylo pour écrire mon adresse. Pierre est allé au magasin acheter du papier et des enveloppes.

payer: (Payer une somme d'argent -- c'est donner de l'argent pour quelque chose) On doit payer la facture au restaurant si on y mange.

peur: Francoise ne veut pas entrer dans la maison; elle a peur du chien. Avoir peur est un synonyme de Etre effrayé. "La caissière a tellement peur" est synonyme de "La caissière est tellement effrayée".

rien: Synonyme de: vide, zéro. Le contraire de: quelque chose, tout. La caissière ne fait rien; elle ne bouge pas.

tellement: Un docteur gagne tellement d'argent qu'il est riche. "Elle a tellement peur" est synonyme de "Elle a si peur".

Source: Dictionnaire du français langue étrangers,
Niveau 1. Paris: Librairie Larousse, 1978.

Lesson 3. Text Reference: Verbs choisir and finir,
p. 34.

Aim

Students will be able to respond to questions using appropriate forms of the verbs.

Warm-up

Questions for Answers. Students are given file cards containing questions and answers (one question for each answer). Questions are from the reading selection or students may make them up themselves. Students are to go around the class or call on another student to try to find the corresponding answer to the question on the card. First student begins by saying: "Ma réponse: Il est trois heures. Paul, avez-vous la question?" Students are encouraged to listen to all answers and questions to help them locate the answers to their own questions.

Activity

Choosing a partner to work with. Whole class activity (L).

Purpose

To organize the class for pair work.

Linguistic Content

choisir and finir, p. 34.

Presentation

1. Teacher chooses a student with the expression: "Je vais choisir un partenaire. Je choisis Paul. Paul est mon partenaire. Je l'ai choisi."
2. Teacher selects another student and says: "Choisis un

partenaire. Avez-vous choisi un partenaire? Quel partenaire avez-vous choisi?"

3. Vary the questions by personalizing the conversation:

Example: Pourquoi est-ce que vous avez choisi Marie? Parce qu'elle est belle ou parce qu'elle est intelligente? Est-ce que vous choisissez vos ami(e)s? Vous travaillez bien avec vos ami(e)s? Vous aimez parler avec vos ami(e)s?

4. Further practice of choisir by writing a list of ten singers on the board (Students will help with the list). Using choisir, students will express which one they prefer. They are not restricted to the use of choisir in this exercise.

Practice

1. Reference page 38 gives other examples of the use of choisir and finir. Students in pairs practice the On Dit section.

Homework

Study choisir and finir, page 34 and write the exercise page 34 using an appropriate form of the verbs.

Lesson 4. Text Reference: Le Passé Récent, p. 35.

Aim

Students will be able to describe a scene that has just happened.

Warm-up

Match an expression in Column B with a form of choisir or finir in Column A.

Column A

Je finis
J'ai fini
Vous avez choisi
Ils ont choisi
Les enfants choisissent
Je choisis
Pourquoi est-ce que tu choisis
Je vais choisir

Column B

mon chanteur préféré
une belle robe-hier
mon exercice maintenant
les histoires amusantes
mon travail tard hier
leurs livres
cette robe horrible
le film que nous allons voir

Activity

Reporting completed actions (L).

Purpose

To report an incident which you have just witnessed.

Linguistic Content

Passé Récent, p. 35, Passeport Français 6.

Presentation

1. Teacher introduces structure of passé récent by classroom examples.

Paul, ferme la porte. As Paul is completing the action indicate to the class "Paul vient de fermer la porte" "Je vais ouvrir la porte" (Action) "Je viens d'ouvrir la porte".

2. Verify structure of passé récent from study of the text or by illustration on the board.

Practice

1. Using expressions which express immediate past time, students are asked to complete sentences orally.

Il y a un moment, ...
 Tout à l'heure
 Il y a une heure,
 Il y a quelques minutes, ...

Activity

1. In pairs students devise actions which they can perform while their partner tells what they just did.
2. Actions should be written as well.

Homework

Study Passé Récent, page 36 and complete Ex. 1, 2, page 37.

Lesson 5. Text Reference: Le Passé Récent, pp. 35-37.

Aim

Students will be able to report orally and in writing an incident which just happened.

Warm-up

Discuss with students an incident which recently happened around the school or to individual students/teachers, using the passé récent.

Example: Paul est-ce tu viens de quitter la classe de M. Smith?
Marcel vient de jouer au basketball. Je l'ai vu.

Activity

Reporting what just happened in a given picture. (L) (C)

Linguistic Content

Le passé récent or passé composé and vocabulary of "Le Hold-up".

Purpose

To report an incident you have just witnessed.

Presentation

1. Teacher presents students with a number of pictures depicting some scene, such as the visuals on Le Hold-up. Each scene is shown, then removed and students are asked to tell what happened in the scene or are asked questions on specific aspects of what happened.

Practice

1. Students will make up statements orally in pairs using the expression: "Il (elle) vient de" or "Je (tu) viens de".

List of possible infinitives are: adverbs

faire la cuisine
 faire le ménage
 travailler
 étudier les maths
 écouter des disques
 lire

tout à l'heure.
 il y a une minute
 ce matin

Activity

1. Students in pairs or groups or individually prepare an account in writing from the cashier's point of view what happened in the story "Le Hold-up".

Homework

Exercise 4, page 37 for written assignment.

**Lesson 6. Text Reference: Impératif + Pronoms,
pp. 38-41.**

Aim

Students will be able to get other students to perform actions by giving commands in the classroom in French.

Warm-up

With whole class play the game "Simon dit". Have a volunteer(s) give the commands.

Regardez la fenêtre.
Simon dit "Regardez-la".

Activity

Giving commands and performing appropriate actions.

Linguistic Content

Impératif + Pronoms.

Purpose

To get requested actions.

Presentation

1. Teacher will review the structures of commands and pronouns and illustrate by examples.

Paul, mets ton livre sur le bureau.
Laissez l'y.

Diane, donne ton stylo à Marie.
Demandez-lui de te le rendre.

Elicit: Rends-le-moi.

Practice

1. Continue with students giving commands using pronouns with whole class listening.

Activity

1. Students are asked to prepare five commands each which can be responded to with an action in the classroom.
2. Have individual students give various commands to someone in the class (Teacher can be a participant).

Homework

Using page 40 as a guide, complete Ex. 4, p. 41 in text.

Lesson 7. Text Reference: L'Argent, p. 52.

Aim

Students will be able to perform in communication situations dealing with money.

Warm-up

Teacher introduces the French money system. If possible, have samples and let students handle them while discussing exchange rates.

Activity

Buying, borrowing, lending, spending money. (C)

Materials

Play money (French or Canadian), pictures of articles or real articles to buy, signs: "Banque", "Magasin".

Purpose

To use money to buy, save, spend, borrow.

Linguistic Content

Vocabulary of money and prepared list of vocabulary items: "Les termes nécessaires pour parler de l'argent".

Presentation

1. Teacher ask discussion questions in whole group.

Example: Où est-ce qu'on emprunte de l'argent?
Est-ce que vous prêtez de l'argent?
Aimez-vous dépenser votre argent?
Qu'est-ce que vous aimez acheter?

Activity

Students are to choose to take part in one of the following situations:

- A. You are going to the store to buy a record (or other article). There is no price tag. You are to find out how much and give that amount for the purchase.
- B. You want to borrow money from the bank. Go to the cashier and ask for the money.
- C. You want to open an account and save some money. Go to the cashier and open the account.

In pairs, students will take the roles of client/cashier or client/salesperson and practice the dialogue.

LES TERMES NECESSAIRE POUR PARLER DE L'ARGENT

Verbes

travailler: le contraire de jouer; avoir un emploi.

gagner: on travaille et on gagne de l'argent.

dépenser: Au magasin, on dépense de l'argent; on achète les robes.

faire des économies: de ne pas dépenser de l'argent;
garder l'argent

donner de l'argent: Papa donne de l'argent à son fils.

emprunter: Quand on veut acheter une voiture, on emprunte de l'argent à la banque.

prêter: les banques prêtent l'argent; prêter est le contraire d' emprunter.

mettre son argent à la banque: Un des garçons dépense son argent; l'autre le met dans la banque.

économe: le contraire de dépensier. Paul ne dépense pas son argent; il est économe. Pierre dépense tout son argent; il est dépensier.

paresseux: le contraire de "travailleur"
Si on n'aime pas travailler, on est paresseux
Si on aime travailler, on est travailleur

fauché: On n'a pas d'argent.
Si vous dépensez votre argent dans un jour, vous êtes fauché le reste de la semaine.

l'argent de poche: l'argent qu'on peut dépenser.

le salaire: l'argent pour le travail.

l'argent - pas d'argent - beaucoup d'argent - un peu d'argent - pas assez d'argent

Lesson 8. Text Reference: "Après le Hold-Up: Un Dialogue", p. 46.

Aim

Students will be able to answer questions in French on an event just witnessed.

Warm-up

As a listening exercise students are asked to listen to the taped-version of the selection "Le Hold-up" and answer comprehension questions.

Example: Pourquoi est-ce que la caissière a peur?
Est-ce qu'elle lui donne l'argent?
Pourquoi pas?

Activity

Role play "Après le Hold-up". (C)

Purpose

To describe an event that you have just witnessed.

Presentation

1. Teacher presents "Après le Hold-up" eliciting student completions for the lines of the dialogue.
2. Vocabulary introduced: color words, size, clothing using the picture of the man on page 32 or other pictures from magazines.

Practice

1. Using the vocabulary in 1 above, have all students in pairs complete the lines of the dialogue, p. 46, in writing.

Activity

1. Students in pairs take the roles of the detective and the cashier in one of the following situations, or another developed by the students:
 - A. The thief had a revolver but he did not take any money.
 - B. The thief had a knife, but he was stopped by the security guard.
 - C. The thief took all the money and the cashier fainted.

Lesson 9. Text Reference: "Après le Hold-Up", p. 46.

Aim

Students will be able to describe a person from a visual presentation.

Warm-up

Present the scene: A bank has just been robbed. The police arrive. Choose a student to be cashier. Ask questions:

Example: Mademoiselle/Monsieur, est-ce qu'il a un revolver? Est-ce qu'il porte un chapeau? De quelle couleur sont les cheveux?

Activity

Describing the person presented visually. (C)

Purpose

To describe a person you have just seen and to answer questions on the description.

Presentation

1. Teacher presents dialogue "Après le Hold-Up" while describing the "voleur".

Practice

1. Students are given cut-out pictures of characters and are asked to describe them.
2. Students are asked to listen to a description of a man (presented by the teacher or on tape) and are asked to answer questions on the description.

Example: Est-ce qu'il porte un chapeau?
Est-ce qu'il est grand?
De quelle couleur sont les cheveux?

Activity

1. Students in pairs present pictures to each other and describe the pictures.
2. Students could be shown a film or a portion of it and are asked to describe the characters in French.

Lesson 10. Text Reference: "Que cherchez-vous dans la vie?", p. 49.

Aim

Students will be able to, given a list of careers, say in French which career they have chosen, with an appropriate reason.

Warm-up

Students and teacher do Exercise 3, p. 54, "L'Argent: Un Mot Riche".

Activity

Students express their choice of career. (C)

Purpose

To report what career or profession you have chosen and the reason.

Linguistic Content

Vocabulary of De Nos Jours, p. 49; List of Carrières et Professions (Student Materials).

Presentation

1. Teacher presents the reading selection orally or asks a student(s) to read checking comprehension by referring to vocabulary in the margins and personalizing with questions.

Example: Paul, est-ce que vous vous amusez bien l'école?

Est-ce que vos parents insistent que vous alliez l'école?

Est-ce que vous savez quelle carrière vous alliez suivre? (la médecine, le droit, la mécanique)

Refer to handout on Carrières et Professions.

Practice

1. With reading selection, students work in pairs and read to one another asking questions.

Activity

1. Students work with the list of careers and select one which they like best and be able to explain why.
2. Students may also want to say which one(s) they do not like and why.

Homework

Exercise 1, p. 57. Students are to complete "Les Mots en Action" in writing.

A

LES CARRIERES ET PROFESSIONS

l'athlète professionnel
l'acteur
l'annonceur
l'astronaute
l'avocat
l'artiste
un banquier
le chauffeur
le coiffeur
le dentiste
le diplomate
le docteur
l'écrivain
la dactylographe
l'historien
l'hôtesse de l'air
l'ingénieur
le journaliste
le juge
un musicien
le professeur
le vendeur
un chanteur
un joueur de hockey (de baseball, de soccer)
un voleur
un travailleur
un danseur
un voyageur
un skieur
un patineur
un enseigneur

LES METIERS

un peintre
un plombier
un mécanicien
un menuisier
un électricien
un cuisinier

Lesson 11. Text Reference: "La Banque", p. 53.

Aim

Students will be able to ask and answer questions on banking activities.

Warm-up

Discuss and complete orally Exercise 4, "Les Carrières", p. 54 and "Qui fait l'action?", p. 55.

Activity

Discussing banking activities. (C)

Purpose

To find out someone's banking activities.

Linguistic Content

Vocabulary "Les Termes nécessaire pour parler de l'argent" (Student handout) and questions, p. 53.

Presentation

1. Discuss the sample cheque, p. 53 with questions.

Example: Qui a écrit le chèque?
 Dans quelle banque a-t-il un compte?
 Quelle sorte de compte est-ce?
 un compte de cheque?
 un compte d'épargne?
 (Explain difference)
 Où est la banque?
 Quelle est l'adresse de la banque?
 A qui est-ce qu'il paye \$150.00

2. Teacher asks questions in Exercise 2, p. 53 to selected students.

Practice

1. Students in pairs answer the questions orally.

Activity

1. Working in pairs students are to find out their partner's banking activities and report to the class.

Homework

Students are assigned Exercise 4, "Les Carrières", p. 54, for a written assignment.

Lesson 12. Text Reference: "Les Carrières", pp. 54-55.

Aim

Students will be able to guess one career by asking questions about it in French.

Warm-up

Oral presentation by students of Homework Assignment Exercise 4 "Les Carrières", p. 54.

Activity

Vingt Questions: Un Jeu. (C).

Purpose

To seek information by asking questions.

Linguistic Content

Carrières et Professions and Interrogative Forms.

Presentation

1. Teacher gives students a list of careers and professions making sure each student understands the careers by asking questions, showing a picture or explaining what each person does.

Example: Où travaille un mécanicien?
Qu'est-ce qu'il fait?
C'est une infirmière.
Elle travaille à l'hôpital.

Practice

1. Reintroduce interrogative forms and have students practice asking questions about the careers.

Example: Est-ce que (il travaille à la banque?)
Où est-ce que (elle travaille?)
Qu'est-ce que (il fait?)

Activity

1. One student will select a career or profession to keep in mind.
2. Other students are to ask questions in turn until they guess the career.
3. Allow a guess only after a question. Only students who ask a question may guess.

Lesson 13. Text Reference: Exercice 1, "Les Annonces Classées", p. 50.

Aim

Students will be able to read the "Les Annonces Classées" section of a French newspaper and select a career they prefer.

Warm-up

Questions on *Carrières et Professions*.

Example: Où travaille un vendeur? une caissière?
un professeur?
Qui gagne plus d'argent, un docteur ou
une caissière? un joueur de hockey
professionnel ou un professeur?
Quelle est votre profession préférée?
Pourquoi?
On y gagne beaucoup d'argent?

Activity

Reading "Les Annonces Classées" and selecting a career.
(C)

Purpose

To read the Classified section in order to apply for a job.

Linguistic Content

Vocabulary of "Les Annonces Classées" and questions, page 50.

Presentation

1. Teacher presents "Les Annonces Classées" section of a newspaper on overhead, choosing one or two advertised position(s) and ask questions:

"Quel est le travail?"

"Quelle est l'adresse de la compagnie?"

"Quel est le salaire?"

"les heures du travail?"

"les responsabilites?"

Practice

1. With other positions students can practice asking questions in pairs or with whole class.

Activity

1. Students are given handouts of "Les Annonces Classées" from a French newspaper and in pairs discuss the advertised positions and select one which they prefer and be able to tell why.
2. In the whole group, teacher should ask individual students:

Quelle carrière avez-vous choisie?

Pourquoi avez-vous choisi cette carrière?
intéressante? beaucoup d'argent? heures du travail?

Quelle est l'adresse de la compagnie? Vous aimez y habiter?

Lesson 14. Text Reference: Une interview pour un emploi d'été, p. 51.

Aim

Students will be able to take part in an interview for a summer job.

Warm-up

Les Mots Croisés, p. 57 and Exercices 1, p. 57. Teacher and students discuss the sentences orally and asking for student answers.

Activity

Role-playing an interview for a summer job. (C)

Purpose

To get a summer job through an interview.

Presentation

1. Teacher presents the scene "Une Interview pour un emploi d'été", asking all questions orally: "Questions du directeur" and "Questions de l'élève". Choose individual students to provide answers.
2. Present interrogative forms
 "Quel est... (le salaire)"
 Quels sont... (les heures)
 Pourquoi est-ce que... (tu aimes cet emploi)

Practice

1. Students work in pairs and ask questions of each other based on the interview in the text, p. 51.
2. All groups are to write the questions and answers of the interview on that page.

Activity

1. Select pairs of students to role-play the "Directeur" and "L'élève".
2. If time permits, tape or video-tape.

Lesson 15. Supplementary Activity: Vocabulary handout provided with student materials in the package.

Aim

Students will be able to tell the careers they like and dislike.

Warm-up

Teacher begins discussion on careers and professions.

Example: Quelle profession est-ce que tu préfères?
 Pourquoi?
 Est-ce qu'on gagne beaucoup d'argent?
 Est-ce que les heures sont longues?
 Est-ce qu'il y a une profession (emploi) que vous n'aimez pas?

Activity

Les professions: Les choses que j'aime et ce que je n'aime pas. (C)

Purpose

To be able to select professions and careers which are best liked and most-disliked and be able to say why.

Presentation

- Using the list of careers and professions from Lesson 10, and the Vocabulary handout "Les Carrières et Professions", teacher explains the difference between un métier and une profession. Introduce descriptive words: "intéressant", "passionnant", "ennuyeux (euse)", "sans intérêt", as answers to "Comment est-ce que tu trouves ce travail?"

2. Personalize questions.

Example: As-tu eu un emploi d'été? Où? Qui a été ton patron? Quelle profession trouves-tu intéressante? ennuyeuse? sans intérêt? Préfères-tu faire un métier ou exercer une profession après tes études?

Activity

1. In pairs, students will prepare a list of the professions and careers they like and state why and the ones they dislike and why.

Homework

Complete Exercises on the handout provided.

Vocabulaire du Travail (Les Carrières et Professions)

un emploi = un travail

un emploi d'été pour les étudiants

un métier -- On considère généralement qu'un métier est manuel et qu'une profession est intellectuelle. Paul a terminé ses études; maintenant, il cherche un métier.

Exemple: un mécanicien fait un métier.

On fait un métier; mais on exerce une profession.

Quelle profession voulez-vous exercer après vos études?

Quel métier voulez-vous faire après vos études?

Un métier est intéressant, passionnant.

Un métier est ennuyeux, sans intérêt.

"passionnant, excitant" est la contraire de "ennuyeux"

"sans intérêt" = "pas intéressant"

Quel métier est-ce que tu trouves intéressant? sans intérêt?

Une profession peut être intéressante, ennuyeuse, passionnante.

Quelle profession trouves-tu ennuyeuse? passionnante?

Avez-vous eu un emploi d'été? Où? Qui a été votre patron?

Préférez-vous faire un métier or exercer une profession?

Est-ce que votre emploi d'été est intéressant ou ennuyeux?

Le Travail (Les Carrières et Professions) Exercices

Exercice 1. Ecrivez une phrase pour chaque métier ou profession.

EXAMPLE: un docteur
un docteur aide les malades
(ou) un docteur gagne beaucoup d'argent

1. un mécanicien
2. un plombier
3. un acteur
4. un athlète professionnelle
5. un cuisinier

Exercice 2. Complétez avec les professions ou métiers que tu aimes exercer (faire) et les professions ou métiers que tu n'aimes pas.

	J'aime....	Je n'aime pas....	Pourquoi?
EX.	être un docteur	-----	aide les malades pas assez d'argent
		être un artiste	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Lesson 16. Supplementary Activity. A Class Survey:
L'importance de l'argent dans la vie des
jeunes Terre-neuviens.

Aim

Students will be able to find out by asking questions in French the importance of money to their classmates.

Warm-up

Teacher asks questions which are familiar to students and could be included in the survey.

Example: Quelle profession préférez-vous? pourquoi?
 Est-ce qu'on y gagne beaucoup d'argent?
 Est-ce que l'argent est important dans le
 choix d'une carrière?
 Pourquoi est-ce que l'argent est important
 pour vous?
 Comment gagnez-vous l'argent? Est-ce que
 vos parents vous donnent l'argent?
 Comment dépensez-vous l'argent?
 Dans quelle banque avez-vous un compte?
 Qu'est-ce qu'on fait avec l'argent?
 Si on veut emprunter l'argent, où est-ce
 qu'on peut aller?
 Où est-ce que tu vas pour emprunter
 l'argent?

Activity

Un Sondage de la Classe: "Les Jeunes Terre-Neuviens et
 l'argent". (C)

Purpose

To find out about the importance of money to young
 Newfoundlanders.

Linguistic Content

Vocabulary of money and questions, pp. 52-53.

Presentation

1. Teacher introduces the word "sondage" and informs students "Nous allons faire un sondage de la classe au sujet de l'argent".
2. To introduce vocabulary p. 52 and "Les Termes nécessaire pour parler de l'argent", i.e., the handout of Lesson 7.

Practice

Students are asked to ask each other in pairs the questions on page 52, getting answers in French.

Activity

1. Students in pairs make up questions for a class survey in French which will tell the importance of money in the lives of their classmates.
2. Have students ask their questions to the whole class for responses.
3. Teacher counts, notes or records responses and may convert to percentages.

Lesson 17. Oral Composition. Teacher's Pack of Passeport Francais 6.

Aim

Students will be guided to tell a story presented in picture form by answering questions on the pictures.

Warm-up

Teacher sets the scene for the Oral Composition by asking familiar questions.

Examples: Où travaille un docteur? Est-ce qu'il gagne beaucoup?
Où est-ce qu'il met son argent de côté?
Où travaille à la banque?

Activity

Whole class presentation of a story. (L) (C)

Purpose

To tell a story presented in picture form with known vocabulary.

Linguistic Content

Vocabulary of the Oral Composition.

Presentation

1. Teacher presents the story on overhead, pointing to pictures to explain: le parking, le trottoir, la pelure de banane, blessé, and explains other vocabulary which students may not know.
2. Ask questions contained in the Teacher's Pack as students advance through the frames of the story.

Practice

1. Additional questions will give students practice and further understanding of the story.

Example: Où est-ce que cet homme travaille?
 Quelle heure est-il?
 Qui est derrière lui dans la banque?
 Qu'est-ce que le docteur a à sa main?
 Où est-ce qu'il va quand il quitte la banque?

Activity

1. Teacher should personalize questions after leading students through each frame and later verify understanding of the story by having several students tell the story orally.

Personalized questions suggestions:

1. Est-ce que vous pensez que cette histoire est vraie?
2. Vous êtes jamais blessé? Comment?
3. Est-ce que vous êtes allé à l'hôpital?
4. Est-ce que vous aimez aller chez le docteur? chez le dentiste?

Homework

Students are given the questions from the Oral Composition in written form to study in order to be able to answer them in writing the next class.

Lesson 18. Composition: Written Form.

Aim

Students will be able to tell a story in writing given a set of pictures and guiding questions.

Warm-up

Question students on Composition orally with the same questions as last class.

Activity

Writing a Composition. (L) (C)

Purpose

To describe in writing an event seen in picture form.

Presentation

1. Brief presentation of story on overhead.

Practice

1. Teacher presents some of the questions from Lesson 17 for practice and gives the students the list of questions or have students use the list assigned for homework.

Activity

1. Students may work in pairs or small groups and discuss the story, using the questions as a guide only.
2. Groups write their stories on the board.
3. Whole class edit the stories.

Homework

Review Linguistic forms "Impératif plus pronoms".
Complete in writing Exercise 6, p. 41.

Lesson 19. Text Reference: Vive l'Humour, p. 56.

Aim

Students will be able to tell a humorous story in French.

Warm-up

Teacher can start by telling a humorous story that the students would find easy to understand or on overhead the teacher can present a cartoon from a newspaper.

Activity

Telling humorous stories or jokes.

Purpose

To entertain the class with amusing stories.

Presentation

1. Teacher presents the vocabulary and helps students read the stories on page 66.

Example: Explain "il pleut à Madrid" -- Madrid est la capitale de l'Espagne.
"épouser" -- se marier avec. M. Leblanc a épousé Mme. Leblanc.
"obtenir" -- Je vais obtenir ton livre -- followed by appropriate action.

Practice

1. Once students comprehend the stories play the taped version of the stories or practice in the lab.

Activity

1. Students work in pairs and tell each other a joke that they know. Translation of the story may require help from the teacher.
2. Practice the story in pairs and have selected students tell the stories to the whole class.
3. Some students may wish to record their stories rather than telling them to the class.

Lesson 20. Supplementary Activity Un poème "La Main dans la Poche"*

Aim

Students will be able to answer questions on a poem presented orally to them.

Warm-up

General Discussion:

Est-ce que vous aimez avoir beaucoup d'argent?
 Est-ce que vous aimez dépenser votre argent?
 Aimez-vous le garder dans la poche? ou le mettre de côté?
 Est-ce que vous aimez prêter de l'argent?
 A vos amis? A votre frère? A votre soeur?
 Est-ce que vous empruntez de l'argent de vos amis?
 Est-ce que vous aimez vos amis quand ils vous prêtent l'argent?

Activity

Poème: La Main dans La Poche.

Purpose

To analyze the poem.

Linguistic Content

Vocabulary of money.

Presentation

1. Teacher presents the poem explaining new vocabulary.

Example: "la poche" illustrate "la main dans la poche" literally
 "c'est qui nous sépare" -- La main dans la poche nous sépare

"y a rien de possible" -- Tout est impossible
 "La peur toujours nous tient" -- Nous avons toujours peur.
 "sans cesse" -- sans une fin - qui continue
 "gâchée" -- English "spoiled"

Practice

1. Teacher and students read poem aloud.

Activity

1. Comprehension questions on the poem
 - a) Est-ce que nous avons peur quand on ne donne pas?
 - b) Qu'est-ce qui cause de la gêne?
 - c) Pourquoi est-ce qu'on a toujours peur?
 - d) Quel est le problème dans le poème?
2. While indicating where answers are students will learn the word for line - "ver" as teacher gives instructions "Trouvez et lisez le cinquième ver."

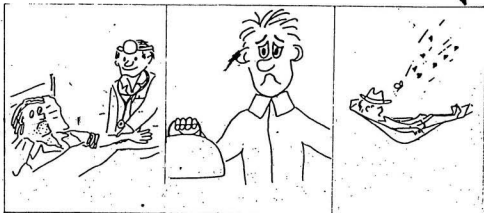
- * In Morgan Kenney et al. Passeport au Plaisir 6: Histoires de Nos Jours. D.C. Heath Canada Ltd. 1979, p. 29.

Appendix B
The Tests

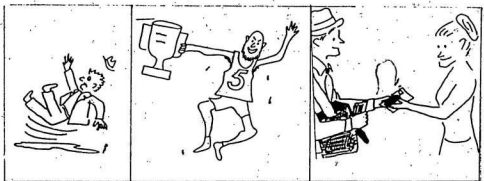
Speaking Test

- I. Choose one picture in each group and describe it in enough detail for the examiner to identify the picture you are describing.

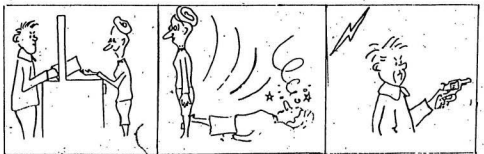
1.



2.



3.



II. Look at the picture below and describe it with as much detail as possible.



Photo: D.C. Heath, Passeport Francais 6: De Nos Jours, p. 32.

III. If you want to explain the word "gare" in French, you would probably say "ou on prend le train" or give some other definition for the word. Using a sentence or phrase, in French, explain FIVE of the following:

1. une caissière
2. prêter
3. voleur
4. travailleur
5. dépenser
6. gagner
7. professeur
8. guichet

IV. Your teacher (examiner) has a certain career or profession in mind which you are to try to guess. By asking questions, using the key words below, find out about the career or profession which he/she has in mind and try to guess what it is.

- KEY WORDS:
1. Où travaillez
 2. métier ou profession
 3. Combien d'heures.....
 4. Est-ce que réparer les autos
aider les malades
écrire
gagner beaucoup..?
 5. Est-ce que vous êtes.....?

LISTENING TEST

Teacher's Script

- I. You will hear three passages, each read only once, followed by a sentence read just once. You are to indicate if the sentence is vrai or faux or if you cannot say from the passage, je ne sais pas. Now listen to the passages and sentences and circle the correct response on your answer paper.

1. Les élèves n'ont pas de métiers ou de professions. Alors, ils empruntent de l'argent de leurs parents. Avec cet argent, ils achètent les disques et les vêtements. Ils aiment aussi aller au cinéma.

SENTENCE: Les parents prêtent l'argent aux élèves.

2. Les jeunes filles aiment dépenser leur argent pour les vêtements mais les garçons aiment acheter les disques. Les jeunes ne veulent pas mettre leur argent à la banque.

SENTENCE: Les jeunes aiment mettre leur argent de côté.

3. J'aime faire la médecine parce que les médecins gagnent beaucoup d'argent et on peut aider les malades. Je peux faire beaucoup de choses amusantes avec l'argent que je gagne.

SENTENCE: Il aime beaucoup l'argent.

- II. You will hear a passage in French followed by a question in English. Listen to the passage and answer the question printed on your paper in English. The passage will be read twice. Now listen to the passages and write your answers.

1. Un homme entre dans le magasin. Il va acheter un disque et il s'approche du guichet pour payer. Il donne \$10. au vendeur mais ce n'est pas assez. Il quitte le magasin et va à la banque.
2. Paul cherche un emploi d'été. Il lit dans le journal qu'une compagnie cherche une personne bilingue pour répondre au téléphone. Mais Paul veut être un vendeur et il n'est pas allé pour l'interview.

3. Marie a un compte de banque à la Banque de Montréal depuis trois années. Elle va toujours à la banque le vendredi pour y mettre son argent. Elle n'aime pas dépenser tout son argent.

III. You will hear a description of a person read in French just once. You are to write in English FIVE details about the person on your answer paper in the spaces provided. Now listen to the description.

La scène se passe à la banque. Un détective et une caissière parlent. La caissière donne au détective une description du voleur:

Il porte un pantalon noir et une chemise bleue. Il a à peu près trente ans. Il est grand. Il porte un masque et il a un revolver à sa main. Il a les cheveux bruns et les yeux bleus.

Now write the FIVE details on your answer paper.

IV. Dictation. You will hear a dictation read three times. The first reading, just listen. The second time it is read you are to write the dictation in the space provided on your answer paper. During the third reading, you are to check your work. Now here is the dictation passage.

Paul vient d'entrer/dans une banque/quand un voleur s'approche/de la caissière. /La pauvre femme/a tellement peur/qu'elle tombe évanouie. /Le voleur/a un revolver/a la main gauche/et un sac/à la main droite. /Paul,/effrayé,/quitte la banque/pour téléphoner/à la police. /Le voleur quitte la banque/mais il n'a rien/dans le sac./

LISTENING TEST

Student Answer Sheet

- I. You will hear three passages, each read only once, followed by a sentence read just once. You are to indicate if the sentence is vrai or faux or if you cannot say from the passage, je ne sais pas. Now listen to the passages and sentences and circle the correct response on your answer paper.

- | | | |
|----------------|----------------|----------------|
| 1. vrai | 2. vrai | 3. vrai |
| faux | faux | faux |
| je ne sais pas | je ne sais pas | je ne sais pas |

- II. You will hear a passage in French followed by a question in English. Listen to the passage and answer the question which is printed on your paper in English. The passage will be read twice. Now listen to the passage and write your answers in English.

1. What does the man give the salesman?

2. Why does Paul not want the job interview?

3. What does Marie do with her money?

- III. You will hear a description of a person read in French just once. You are to write in English FIVE details about the person on your answer paper in the spaces provided. Now listen to the description and write your answers in English.

1. _____
2. _____
3. _____
4. _____
5. _____

- IV. Dictation. You will hear a dictation read three times in French. The first reading, just listen. The second time it is read you are to write the dictation in the space provided on your answer paper. During the third reading, you are to check your work. Now here is the dictation passage.

READING TEST

Component 22

- I. Passage Comprehension. Read the descriptions below and identify the profession by selecting the correct letter below.

1. J'aime écrire. Quand il y a des accidents ou des événements sportifs, je suis là. Beaucoup de personnes aiment lire les nouvelles que j'écris.
A. voleur
B. journaliste
C. avocat
D. banquier
2. Moi, je travaille dans le ciel. Mon travail est dangereux mais je l'aime. Je ne répare pas les moteurs mais les moteurs sont très importants pour mon travail.
A. ingénieur
B. pilote
C. parachutiste
D. mécanicien
3. Je vois beaucoup d'argent dans un jour, mais je ne gagne pas tout cet argent. Je travaille avec l'argent des autres dans un grand bâtiment.
A. un docteur
B. un mécanicien
C. une caissière
D. un chauffeur de taxi

- II. Read the passage which follows and indicate whether the statements which are printed on your paper are VRAI or FAUX.

Un Vol à la Banque

La scène se passe à la banque qui vient d'être volée. Trois personnes sont maintenant à la banque, la caissière, son patron, M. Tremblay et un détective. La caissière est témoin du vol mais le patron n'a rien vu.

Le Detective: Qui a vu ce vol?

Le Patron: Monsieur l'agent, je m'excuse.

Le Detective: Je ne suis pas un agent monsieur. Je suis détective. Es-tu un témoin?

Le Patron: Mais non. J'étais dans mon bureau quand le voleur est entré dans la banque.

Le Detective: Alors, je vais vous questionner plus tard. Laissez-moi parler au témoin, s'il vous plaît.

Le Patron: Voilà la caissière, monsieur. Elle a tout vu.

Le Detective: Ah bon! Enfin je peux trouver ce qui s'est passé. Mademoiselle, donnez-moi tous les détails.

La caissière: Oui, monsieur. Je suis arrivé à la banque tôt le matin et j'ai vu un homme devant la porte. Il a mis sa main dans la poche de son manteau et soudain il a un revolver à la main. Il est entré dans la banque et a demandé tout l'argent.

Le Detective: Il a pris beaucoup d'argent, alors?

La caissière: Mais non, monsieur. Comme j'ai dit il avait un revolver et j'avais peur. Je suis tombé évanouie et il est parti vite sans l'argent.

Le Detective: Décrivez le voleur s'il vous plaît.

La caissière: Il portait une chemise bleue et un pantalon noir.....

Statements:

- | | | |
|---|------|------|
| 1. Le patron est un témoin du vol. | VRAI | FAUX |
| 2. La caissière était dans le bureau du patron quand le voleur est entré. | VRAI | FAUX |
| 3. La caissière donne tous les détails au détective tout de suite. | VRAI | FAUX |
| 4. La caissière était effrayée. | VRAI | FAUX |
| 5. Le voleur a pris tout l'argent. | VRAI | FAUX |

III. Write in the spaces provided below an appropriate word for the blanks in the passage.

Bienvenue à Notre Banque*

Non, il est complètement impossible que Georges Pichard vole l'argent qu'il a toujours sous la main. Il y a vraiment une seule solution: quelqu'un d'autre doit (1) la banque. Georges y pense. (2), surtout quand il regarde le journal et quand il (3) qu'il y a des hold-ups dans tout le pays. C'est maintenant un passe-temps national, un sport individuel, une nouvelle profession. Tout le monde (4) les banques de nos jours.

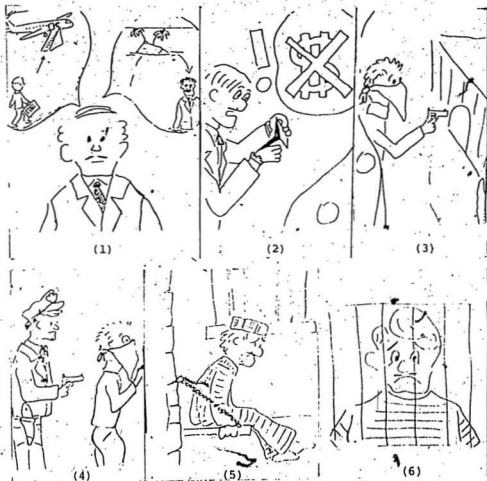
Et ce n'est pas seulement des voleurs professionnels avec des (5) des masques à gaz et des voitures rapides. Des petites vieilles (6) des bouts de papier à des caissiers, des jeunes gens au visage innocent prennent des milliers, des amateurs vident les (7) dans tout le pays. "Il y a très peu de banques qu'on n'a pas encore volées", pense Georges (8) regret, à l'exception de sa banque, bien sûr! Qu'est-ce qui (9) à sa banque? Est-ce qu'elle a une mauvaise odeur financière? Est-ce que les voleurs ont (10) de M. Acherman, le vieux garde de sécurité? Ou est-ce que c'est tout simplement qu'il n'a pas de chance?

*From Histoires de Nos Jours (pp. 20-28)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Writing Test

- I. Write the story for the attached set of pictures. One French sentence for each picture is sufficient.



Source: Passeport Francais, Teacher's Pack. D.C. Heath
(Canada) Ltd., 1975.

- II. Dialogue. Write out a conversation built around the suggested cues. Use all key words in your dialogue and add any other ideas that are appropriate.

Jean: argent

Paul: prêter

Jean: emprunter à la banque

Paul: faire avec ça

Jean: une voiture

Paul: compte de banque

Jean: mon père

Paul: mettre de côté

Jean: dépenser

Jean: _____

Paul: _____

Jean: _____

Paul: _____

Jean: _____

Paul: _____

Jean: _____

Paul: _____

Jean: _____

- III. Complete the missing lines of the following dialogue in the spaces provided.

Scène: Le bureau d'une compagnie. Paul est venu pour une interview pour un emploi d'été.

Personnages: Paul et Le Directeur du Personnel

Le Directeur: _____

Paul: Je m'appelle Paul.

Le Directeur: Quel est ton âge?

Paul: _____

Le Directeur: A quelle école allez-vous?

Paul: _____

Le Directeur: Oui, le salaire est bon.

Paul: Quelles sont les heures du travail?

Le Directeur: _____

Illustrative Test Items for Content of Component 22

Theme: Money and Banking and Professions and Occupations

Objective	Skills: Test Item Number				
	Content Knowledge	Speaking	Listening	Reading	Writing
1. Vocabulary of Money and Banking		1,2,3	1,2	1,3	1,2
2. Vocabulary of Professions or Occupations		1,4	1	1	3
3. Handling a job situation		1,4	1,2	1	3
4. Description of a Bank Hold-up situation		1,2	3,4	2,3	1

Appendix C
Test Criteria

SPEAKING TEST CRITERIA

- Item I. The student is expected to produce one full sentence for each set of three pictures with varying degrees of comprehensibility and accuracy according to the following scale:
- 3-- completely accurate and comprehensible so that the evaluator can readily choose the picture being described
 - 2-- comprehensible to a native speaker with some inaccuracies
 - 1-- an attempt was made but the statement was incomprehensible
 - 0-- no attempt made
- Item II. The student is expected to give a description of the picture presented and should be rated according to the following criteria:
- 3-- a description using learned vocabulary in student constructed sentences which should be comprehensible to a native speaker
 - 2-- a description using primarily memorized sentences from the Unit Lecture which should be understood fairly well by a native speaker
 - 1-- some evidence of learned vocabulary but sentences incomplete and description incomprehensible to a native speaker
 - 0-- naming of objects but no evidence of ability to describe the picture
- Item III. The student is required to give a definition or sentence explaining five of the words given. Each definition is rated on the following:
- 3-- perfectly comprehensible
 - 2-- a few words tried
 - 1-- incomprehensible
 - 0-- no attempt made

Item IV. Students are required to ask questions using printed cues. Questions are rated on the following scale:

3-- perfectly comprehensible

2-- question forms are recognizable but question is not perfectly understood

1-- cues are uttered but question forms are not recognizable

0-- no attempt made

LISTENING TEST CRITERIA

Item I. Students are required to listen to three short passages and to indicate if a statement is VRAI, FAUX, or JE NE SAIS PAS. Student answers are rated according to the following criteria:

- 1-- for an answer that is correct
- 0-- for an incorrect answer

Item II. The student is expected to answer a question in English on a passage read in French. The answers are rated according to the following:

- 2-- for a completely correct answer
- 1-- for an answer that shows some comprehension of the French passage
- 0-- for a completely incorrect answer or no attempt

Item III. The student is expected to write a description in English after hearing a description of a man in French. The English description is rated according to the following:

- 3-- for FIVE correct details of the description
- 2-- more than two details but less than five correct
- 1-- for one correct detail from the description
- 0-- no details correct

Item IV. Students are required to write a dictation. The written dictation is rated according to the following criteria:

- 1-- for each word group correctly written (20 word groups for a maximum score of 20)
- 0-- for each word group which is incorrect

READING TEST CRITERIA

Item I. Students are asked to identify the profession which is alluded to in the short passages printed on their paper. Answers are rated according to the following:

1-- correct answer

0-- incorrect answer

Item II. Students are asked to read a selection and to indicate whether five statements based on the passage are VRAI or FAUX. Responses are rated according to the following:

1-- correct answer

0-- incorrect answer

Item III. Cloze Test. Students are asked to complete the blanks in a passage with an appropriate word. Answers are rated according to the following criteria:

1-- for any appropriate word that fits the context

0-- for an inappropriate word or no response

WRITING TEST CRITERIA

- Item I. Students are required to write a story for a given set of pictures. The responses are rated according to the following criteria:

For each frame of the story (6 frames in all)

- 3-- for a sentence that is appropriate to the frame with accurate sentence structure and grammar (no attention paid to minor spelling errors)
- 2-- for a comprehensible sentence but grammatically inaccurate
- 1-- for a sentence attempted which would be difficult for a native speaker to comprehend but still has some semblance of French
- 0-- no response

- Item II. Dialogue. Students are required to write out a conversation using cues provided on their paper. The criteria is as follows:

For each sentence constructed (9 cues printed)

- 3-- for a sentence that is appropriate to the conversation and perfectly correct
- 2-- for a correct sentence that is not appropriate to the conversation
- 1-- for a phrase which uses the cue given but is not a complete or comprehensible sentence
- 0-- for isolated words or no attempt made

Item III. Students are required to complete the missing lines of a dialogue. The following criteria is used for rating:

- 3-- for each sentence that is appropriate to the context of the dialogue
- 2-- for a complete sentence that is accurate but not really appropriate for the dialogue
- 1-- for an attempted phrase that is appropriate but not a complete thought
- 0-- for isolated words or no attempt made

SPEAKING TEST GRADING SHEET

Name of Student: _____

Sex: _____

M

F

School: _____

Group: _____

Experimental

Control

ITEM

VALUES

I.	1.	3	2	1	0
	2.	3	2	1	0
	3.	3	2	1	0
II.		3	2	1	0
III.	1.	3	2	1	0
	2.	3	2	1	0
	3.	3	2	1	0
	4.	3	2	1	0
	5.	3	2	1	0
IV.	1.	3	2	1	0
	2.	3	2	1	0
	3.	3	2	1	0
	4.	3	2	1	0
	5.	3	2	1	0

MAXIMUM RAW SCORE: 42

STUDENT'S RAW SCORE: _____

Appendix D
The Questionnaire

STUDENT QUESTIONNAIRE

Number of responses to each item in parentheses (.)

In this Component, you have taken a different approach to learning French. The following statements are intended to find out about your feelings towards this approach and the study of French in general. You are being asked whether you Agree or Disagree. There are no right or wrong answers. Indicate your agreement by circling the letter below each statement according to the following scale:

A -- Agree strongly

C -- Disagree somewhat

B -- Agree somewhat

D -- Disagree strongly

1. Learning to speak French is very important to me.

A
(8)

B
(26)

C
(2)

D
(-)

2. In Canada, it is an advantage to be able to communicate, in French, in certain situations.

A
(27)

B
(8)

C
(-)

D
(1)

3. I need to be able to discuss money and banking in French.

A
(1)

B
(16)

C
(17)

D
(2)

4. I think it would be fun to walk into a bank and try the French I have learned.

A
(5)

B
(18)

C
(10)

D
(3)

5. It was more difficult to do this Component since we did not study grammar directly:

A
(8)

B
(13)

C
(10)

D
(4)

6. I think that discussing the topics with a partner allowed me to use my French more than in a large group.

A
(8)

B
(18)

C
(7)

D
(-)

7. I feel I am better able to express myself in French on the subject of money and banking after studying this Component in this way.

A
(10)

B
(20)

C
(5)

D
(1)

8. I liked taping my dialogues in the lab or on Video - tape.

A
(13)

B
(9)

C
(5)

D
(5)

9. The test on this Component was more difficult than the type of test we usually have.

A
(28)

B
(5)

C
(2)

D
(1)

10. I prefer being tested on grammar items and verb forms.

A
(5)

B
(19)

C
(8)

D
(4)

11. I feel I can read and understand an advertisement for employment in a French newspaper better after doing this component.

A
(7)

B
(20)

C
(7)

D
(2)

12. After I finish school I will use my French whenever possible.

A
(14)

B
(15)

C
(7)

D
(-)

13. I expect to be able to speak French after studying it in school.

A
(10)

B
(18)

C
(6)

D
(2)

14. I would like to do all Components of our course in the way we have done this component.

A
(1)

B
(6)

C
(12)

D
(16)

15. If I had the opportunity to decide the way French is taught in our school, I would suggest the following:

Responses

1. More lab taping.
2. More speaking French with a teacher by yourself.
3. Just the way it is.
4. Less lab work.
5. More speaking French in class.
6. Trying to make conversations in class.
7. More French Trips.
8. Have a partner and a French dialogue.
9. Movies on French culture.
10. Review of verb forms and rules learned in the past.
11. More writing exercises.
12. Teachers and students should communicate more in French. I think this would be better to do because it would make the student aware of what they're doing.
13. Speak as little English as possible.
14. I would like to talk to a lot of students in French and try to make a conversation with them.

Appendix E

Description of French (Core) Courses and Materials

Presently, the Core French Program in Newfoundland and Labrador consists of four courses: French 2100, French 2101, French 3200 and French 3201. The first three of these courses is based on the Passeport Francais* series and presents the structure and lexical content of each component in the context of a true-to-life dialogue or situation. French 3201 is different from the first three courses in that it is assumed that students taking this course have acquired enough linguistic and lexical items to be able to use the language. It is, in this sense, the only communicatively-oriented course in the Core French Program at the present time.

* Morgan Kenney et al. Passeport Francais. D.C. Heath (Canada) Ltd., 1975.

Appendix F

Table of Means, Standard Deviations, Sum
of Squares, Degree of Freedom,
and Level of Significance
for Mid-Term Scores

Group	N	Mean	Standard Deviation
Experimental	43	74.35	16.39
Control	41	69.71	16.75

Analysis of Variance for Mid-Term Scores

Source	SS	DF	MS	F-ratio	Level of Significance
Between groups	452.16	1	452.16	1.648	.2098
Within groups	22494.26	82	274.32		

THESIS GUIDE

30

APPENDIC C

1. D.C. Heath (Canada) Ltd., being the
copyright holder of the material described below:

Passeport Français, Teacher's Pack

Histoires de Nos Jours

Passeport Français 6: De Nos Jours

do hereby permit the inclusion of the described material in
the thesis/ report entitled:

An Examination of the Effect of Communicative

Activities on Student Performance in French as

a Second Language

written by David Carson King and submitted
in partial fulfillment of the requirements for the degree
of Master of Education at Memorial
University of Newfoundland.

I further permit the National Library of Canada
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DATE:

April 9/87

SIGNATURE:

Exploits Valley Integrated School Board

194

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Rankin Stuckless
Board Chairman

W. A. Cull, B.A. (Ed.), M.Ed.
Superintendent of Education

M. E. Lingard
Business Manager

October 28, 1985

Mr. Carson King
P.O. Box 152
BOTWOOD, Nfld.
AOH IEO

Dear Mr. King:

Re your correspondence of October 21, 1985 permission is hereby granted for you to conduct a study in this District using the two classes of French 2101 at Botwood Collegiate as experimental group and two other classes of French 2101 (one at G. F. A. High and one at Inglis High) as the control group. This study is being done, as explained in your letter, in connection with requirements for your thesis towards a Master of Education Degree in Curriculum. Best wishes for success in this educational endeavour.

Yours sincerely,

Supt. of Education.

wac/ra

c.c. Mr. Hubert Smith, Principal, Botwood Collegiate
Mr. Howard Barnes, Principal, G.F.A. Regional High
Mr. R. Neil Boyd, Principal, Inglis Memorial High
File



